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ABSTRACT

A collection of 11 papers from the third part of the conference on the applications of foreign language and international studies to business concentrates on international exchange and study abroad programs. The papers include the following: "The University of South Carolina's Master's in International Business Studies Program" (Margit Resch), "Foreign Language and Business Administration: An Integrated Approach" (Donna J. Skaar), "The Care and Feeding of Undergraduate and Graduate Foreign Language/Business Programs at a State University: Notes for a Case History" (Richard L. Frautschi), "Evaluating Language Communication: The Marriage of Three Departments" (Paul E. Frary, Carol S. Fuller), "The University of Toledo's Model for the Teaching of Foreign Language and Culture Oriented toward the Business Student" (Orlando M. Reyes-Cairo), "Preparation for Internships in Foreign Countries: An International Programs Administrator's View" (H. Martin Limbird), "Internship Abroad by a State School of Modest Means" (Victor S. Drescher and Foster T. Jones), "The International Cooperative Educational Exchange Program of Eastern Michigan University" (Ray Schaub), "The Business-Language Program at the University of Rhode Island and Its Role in the International Cooperative Education Exchange Program" John M. Grandin), "On-Site Transcultural and Foreign Language Training for Business and Industry" (Michael S. Tang), and "Possibilities and Problems of a Multidimensional Cyclical Approach to Internal In-Service Training for Company Language Trainers: The Kraftwerk Union Experiment" (John Bennett). (MSE)

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PROCEEDINGS OF THE 1983 EMU CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS

(April 7-9, 1983)

PART III: PROGRAM OVERVIEWS AND COMPONENTS

Prepared

and

With an Introduction

by

The Conference Chairman:

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

The 1983 Eastern Michigan University Conference on Foreign Languages for Business, held on the EMU campus in Ypsilanti, attracted approximately 300 people from all 50 states of the USA and several foreign countries. There were over 70 presentations by speakers coming from 35 states and several foreign countries. This gathering was, to my knowledge, the first time that so many foreign language educators and other interested individuals had met to exchange ideas and experiences related to language and cultural studies applied to business. It was our primary effort, as members of the Department of Foreign Languages and Bilingual Studies at EMU, to reach out to the profession, sharing our expertise and facilitating the dissemination of information nationwide on this new direction in foreign language and international education. We are proud to be a part of what we believe is both a significant educational revitalization and a development crucially important to our nation's future.

The papers in this volume are varied and unequal in length and quality. They do share, however, one vital thing in common: they represent the attempt of professionals to come to grips with the problems of creating a new academic specialization and of integrating these innovations into the time-honored traditional curriculum in foreign languages at our institutions of higher education, which have focused almost exclusively in the past on languages and literatures. Much thinking remains to be done, but one thing seems fairly clear now: the struggle between the new and the old will be resolved very differently

at different institutions, depending on the mission of each school. Some colleges and universities will not develop any courses in this new area of specialization, while at others the traditional literature and advanced linguistics courses will be sacrificed entirely in favor of language studies applied to business and the professions. Between these two extremes will lie a full panorama of different proportions in the integration of the new and the traditional. In this diversity among our educational institutions there lies great strength. It is my opinion that there is a great need for both types of language studies. I see a great need for institutions specializing in the traditional areas of academic scholarship as well as for those focusing on the new applications for language and cultural expertise.

Personally I do not acknowledge any necessary incompatibility between traditional literary investigation, for example, and the study of the language of business and commercial practices in foreign cultures. Both of these concentrations seem to be complementary aspects of a larger whole, the interest in the diverse cultures and peoples which make up this increasingly small world. Both specializations can serve to increase intercultural understanding, sensitivity and cooperation. Both can help us live more peacefully with our world neighbors, in our increasingly complex and interdependent global economy.

I am very grateful to the National Institute of Education (U.S. Department of Education) for maintaining the Educational Resources Information Center. My special thanks to Dr. John Clark, Director of

Foreign Languages at the Center of Applied Linguistics, and to John Brosseau, Acquisitions Coordinator for the ERIC Clearinghouse on Languages and Linguistics, for helping make it possible for the papers from this conference to be available to a broader audience.

To all who read these words, may you find something of interest and value in these pages.

Geoffrey M. Voght
January 12, 1984

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THE UNIVERSITY OF SOUTH CAROLINA'S MASTER'S IN INTERNATIONAL BUSINESS STUDIES PROGRAM

by

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Next year, in 1984, the MIBS program will celebrate its tenth anniversary. By then, it will have trippled in size since its inception in 1974 because, in spite of the general academic recession, MIBS is still growing and flourishing.

The idea for the program was conceived by James Kane, Dean of the School of Business Administration at USC. Considering South Carolina's growing involvement in international trade (currently, the state has close to 70 foreign plants), considering the increasing emphasis nationwide on international economic relations, Dr. Kane felt that there was an urgent need for people trained in international business and, consequently, a need for a program that would serve to educate people for such a career.

Of course, there were already quite a few international business programs in existence around the country. But, as Dean Kane put it, he did not intend to develop a program "that would out-Harvard Harvard, but would be in tune with the national movements and would pursue something that made sense for South Carolia and the Southeast." "We knew," he continued, "that we couldn't do everything, so we decided to pick our shots carefully and be good at whatever we did."

What I consider important about these earthy remarks are the following points. The envisioned program

was not to compete with already established programs,

was to meet national needs,

was to take into consideration the SC business setting,

was to be tailored to the resources of the University,

was to be a quality program.

With these objectives in mind, faculty committees composed of

various departments to be involved in the program began studying the idea. Four basic principles were developed to define the profile of the program and to guide its design:

1) The successful international manager must have a real graduate business degree. The course of study must include both fundamental topics and advanced work in areas of concern to the multinational enterprises.
2) The international business executive must have the ability to communicate in at least one language other than his or her own, and must have the ability to learn additional languages quickly as needed.
3) The international business executive must be attuned to the cultural differences which exist around the world and their impact on how business is done.
4) The international business executive must have the experience of living and working in a foreign country to develop his or her special skills.

To implement a business education program of such international scope, the School of Business Administration not only had to mobilize the full international potential of the University of South Carolina, it also had to solicit the cooperation of academic institutions and the business community elsewhere in the US and overseas. It took two years to plan and prepare MIBS. But finally, in the summer of 1974, the MIBS program was inaugurated with a class of 41 students in two language tracks, German and Spanish. 22 of them graduated in 1976. By now, close to 500 students have received their MIBS degree and have joined the managerial ranks in a host of multinational firms all over the world.

Since 1974, the curriculum has expanded considerably to include, in

addition to the original German and Spanish tracks, French, Portuguese, Arabic and Japanese, not to forget English for foreign nationals. The entrance requirements are more stringent now, certain courses have been revised, some components have been deleted, others added, but the fundamental principles, as outlined above, and the basic structure, as will be described shortly, have not been changed.

Requirements for admission conform with the general regulations of the Graduate School of USC and the admission standards of the American Assembly of Collegiate Schools of Business. Admission is primarily based on an appraisal of previous course work and performance, the applicant's Graduate Management Aptitude Test (GMAT) scores and letters of recommendation. Work experience and travel abroad are also considered. Foreign students are required to submit a satisfactory score on the Test of English as a Foreign Language and have to take an English placement test upon arrival at USC. 30% of the student body are foreign nationals mainly from Japan, Colombia, Brazil, Germany, Belgium and the Netherlands. Of the US citizens, 90% are out-of-state students. No particular undergraduate major is required. About one third of the students majored in some area of the humanities, half of those in languages. The majority studied business or economics. When I asked the program director which background is more likely to lead to a successful completion of the MIBS program, his answer was "brains and motivation." Of the 450 applicants this year, only about 130 will start the program. Their grade point average is about 3.5 and their GMAT scores between 550 and 775 out of 800 possible points. The initial attrition rate of 50% has dwindled down to about 4%.

In addition to the regular tuition, students pay an entrance fee of $600 and they are responsible for their normal living expenses and

travel to the internship abroad. The College of Business Administration extends financial assistance to the students in form of graduate assistantships and a variety of scholarships. Within the framework of the Academic Common Market, residents of certain southern states can enroll at in-state tuition rates.

The first phase of the program, devoted to the principle number 2 which calls for removal of the language barrier in international business transactions, begins in the summer with a 10-week, 5-days-a-week, 7-hours-a-day intensive language training course for students who have not studied the language of their choice before. It happens, by the way, that students are assigned to a language track they did not select when there are not enough internships available in the language of their initial choosing. Students with language experience can exempt, through a diagnostic examination, all or part of the summer sessions. During these ten weeks, the novice is taken from ground zero to where he or she is able, as one of my business colleagues put it, "to buy bread and get the essentials of life in a foreign country." The Arabic and Japanese tracks receive their introduction to language at Cornell, respectively Johns Hopkins. However, there are plans on the way for providing classes at USC which should materialize within the next two years. The major languages are taught by the staff of the Foreign Language Department at USC.

Within the prescribed time frame, every language track handles its curriculum according to its own discretion, but we are all trying to fulfill the same course objectives. Essentially, we are introducing the students to the basic language skills, whereby some languages already incorporate business terminology, depending on the textbooks and teaching staff available. Since, in German, we have a small staff of 6 faculty members and are forced to assign teaching assistants to

our program, we prefer to use texts from our regular language program because the T.A.s are familiar with the material and can be more effective in the classroom. At the end of the summer session, students are expected to express themselves on any general conversational topic and be understood, to comprehend the gist of most anything spoken in the language, to read any text with the aid of a dictionary, and to express themselves simply but correctly in writing. A student who fails to meet these goals does not continue in MIBS.

Those students who are exempt from the summer intensive program may take a pre-business course to ease them into the next phase of MIBS which begins in August. The fall and spring semesters are basically dominated by the Unified Business Program, but a language component is included. All students, no matter what their language competency is, meet three times a week for a business language course. As you can see, during the regular academic year, languages take a back seat in the curriculum. Three hours worth of language instruction barely suffices to maintain the skills acquired during the summer. Yet, during this time, we have to train the students also in business terminology, concepts and practices - no small feat when the students are totally preoccupied with their business studies. In fact, it used to be a course that drove the teachers to despair. Attendance was very poor, students were often unprepared and listless. Until we changed the course from 9 o'clock in the morning to 1 o'clock in the afternoon. Now the students do not have to use the language hour anymore to prepare for those grueling weekly business exams or to sleep out an occasional hangover; and the homework they did not get done the night before can be completed during the lunch period. There are no more attendance problems and everyone is enjoying the class. Who would have thought that scheduling could make a substantial

difference to the success of a course!

At the end of the spring term, proficiency testing and course performance as reflected in the semester grade determine whether a student is obligated to attend the tutorial course offered during the first summer session. Not part of the regular university course offerings, it is taught informally and strictly in response to the needs of the individual students.

In the beginning of July, the students depart for their various destinations overseas in order to complete their language training in the country. Six-week language programs are provided for the German track by the Carl Duisberg Society in Cologne, for French by the Université de Louvain in Belgium, for Spanish by the Escuela de Administración y Finanzas y Technologias in Medellin, Colombia, and for Portuguese by the Escola Superior de Administracão de Negocios in São Paulo, Brazil. The students of the Arabic and Japanese Tracks study business language for another year at the American University in Cairo and Keio University in Tokyo, respectively, before embarking on their internship assignments. The language training abroad is to further sharpen the students' conversational and writing skills and expand their business vocabulary. Excursions to local business establishments, trade unions and other institutions of economic significance are a feature of this course. Immediately upon completion, the students begin their internships with the assigned company.

In order to get to this point in their academic career, the students do not only have to pass the language component with an average grade of B or better, but also the so-called Unified Business Program. This nine-month curriculum was uniquely designed for MIBS and can only be attended by MIBS students. It is based on principle (1)

which requires a course of study in areas of concern to multinational enterprises. The course provides, in the words of one of the MIBS administrators, "what a first rate MBA program would offer, only with an emphasis on international aspects." This truely comprehensive foundation course focusses on financial and managerial accounting, principles of micro- and macroeconomics, international economic policy, quantitative methods, international management, operations management, international accounting, export-import techniques, domestic and international finance, marketing management and international marketing, and other key areas of the international business enterprise. The method of instruction is a fast-paced combination of lectures, problem-solving, case analyses and hands-on computer exercises. Several times during the semesters, one-day courses are scheduled dealing with such special topics as risk management, joint venture analysis, etc. They are usually conducted by specialists in the field drawn from the multinational business community in the US and abroad. Student executive conferences on key international issues have recently become a part of MIBS. Last year, some 75 multinational corporation executives participated with students in sessions on specialized topics in the MIBS International Personnel and International Finance Conferences. These activities are intended to provide the future manager with a comprehensive background in business education designed to enable him or her to serve with competence in a responsible capacity both within a national and foreign environment. But according to some facetious MIBLET, as we call the students affectionately, this program really develops skills that enable the prospective corporate manager to emulate Cornelius Vanderbilt who wrote in response to the shady practices of a business partner the following charming letter:

8

Dear Sir:

You have undertaken to cheat me. I will not sue you for the law takes too long. I will ruin you.

Sincerely yours,

Cornelius Vanderbilt

It is the skill to ruin the competition that is allegedly learned in this mega-course.

The students' second year begins in the summer with a course taught by the Departments of Geography and International Studies. It is called Environmental Variables and focusses on the geographic, the cultural and political background of the area which the student has selected for his study and overseas internship experience. Currently, sections of this course are offered for Latin America, the Far East, the Middle East, Europe, and the United States.

Being now versed in matters related to international business, having developed an understanding of the particular lifestyle, the historical and cultural background of the foreign nation, and being able to communicate with its people, the MIBS student is well prepared for the internship which the US citizen complete in Germany, France, Belgium, Colombia, Chili, Mexico, Brazil, Japan, or Egypt, and the foreign nationals in the US. This is considered the most vital component of the students' training. It provides them with the opportunity to apply the theoretical knowledge they have gained to work situations in a country other than their own and to collect a variety of experiences within the foreign business scene, both invaluable for their future career. But it is also to the advantage of the internship sponsor, as it gives the company a chance to observe a prospective employee for six months at little cost and with no long-term commitment. The nature of the internship assignment is

mutually agreed upon by the company and the MIBS internship coordinator. Both the firm's needs and the student's career objectives and language skills are taken into consideration. The internship provides full-time employment with responsibilities in a specialized functional area or a variety of activities more general in nature, depending on the company's and the student's interests. Throughout the internship phase, the students are required to prepare periodic reports of their activities including an evaluation of the extent to which the techniques learned during the academic year are useful in their job and a statement about any principles learned from the work experience which they consider important for their career. A modest subsistence allowance is usually paid to the students for their services which helps to cover the cost of living expenses for which they are responsible. The internship phase, viewed from my perspective, has a wonderous effect on the students. They leave in the summer, casually, some of the male students with beards and in Jeans, some of the girls with long hair and ruffled skirts, all a bit anxious and uncertain. And three quarters of a year later, they return, both sexes professionally groomed and attired in business suits, with an air of worldliness about them and a great deal of self-confidence.

While the students, immediately upon their return, begin interviewing for jobs, they are still busy with the final phase of their studies, a program labeled Integration of Concepts and Skills Development. This includes a course in the overall strategy of the multinational firm, with a strong emphasis on policy formulation and corporate planning. In the discussion of complex cases, the students can merge theory and practical experience. They are also given the opportunity to specialize in a particular area of business through a directed study course in either finance, banking, marketing, or

personnel. A final report on the selected area or problem is required.

A description of the MIBS program would not be complete without covering some of the extra-curricular activities. For more than a year, day-in-day-out, the MIBS students attend class together, study together, party together, live together, share their troubles and joys. While this closeness can be a source of comradeship and strength, it also breeds intense negative feelings which can eventually affect the students' attitude, their studies and the entire program. To forestall or solve problems, student and faculty representatives are assigned to serve the group's academic, social and personal needs. The academic advisors help mediate complaints about teaching staff and curriculum, testing procedures and grades. The social directors, by far the busiest, plan Halloween, Christmas, end-of-the-semester parties - any occasion will do. And almost anyone involved in the MIBS program, whether administrator, secretary, instructor or spouse of the above, serves as confidant or confidante to those students who find it hard to cope with the constant pressure, the lack of time, the high demands, the fierce competition, and more private troubles. The most important event is the annual MIBS banquet in the spring. Faculty, students, and representatives from the international and local business community assemble for an evening of drink, food, rewards and entertainment. The latter is provided by the students who are about to graduate. They share the entertaining aspects of their sojourn abroad and pay comical, if not satirical homage to the professors and the program they had to take so seriously for two years.

While not every student is rewarded with immediate employment, no one will have occasion to inscribe his or her tombstone with the words: "Born a man, died a grocery clerk," as did some poor soul in a

Paris cemetary. About 30% of the internship sponsors hire their interns upon successful completion of their studies, but they are more and more reluctant to do so because of the depressed economic situation from which most highly industrialized countries are suffering now. The College of Business Administration and the University each operate placement centers to assist students in securing a job. Quite a few companies come to the campus for recruiting purposes. Facilities for interviewing and presentations are provided by the College of Business. Until last year, the MIBS students were used to almost instant employment success, predominantly with multinational companies here and abroad, and beginning salaries of between $25,000 and $50,000. The recession has affected the hiring rate somewhat, and there are still a few graduates of the class of 82 who have to contend with temporary jobs or their parents' continued support.

The feature that distinguishes the MIBS program from all other international business programs on the graduate level is the internship experience. This international dimension makes the study of foreign languages mandatory. Without languages - no internships. Or, to phrase it positively, the foreign language component allows MIBS to assume the international character that renders the program so attractive and successful.

Yet, the foreign language ingredient used to feature very modestly in the promotional material of MIBS as well as in the considerations of the administration. It has happened, to everyone's dismay, that during the annual MIBS banquet everyone involved in the program was given credit, including the secretary who handles admissions, except foreign languages.

This lack of appreciation, if not to say respect, has caused some

bitterness among the foreign language faculty and is one of the reasons why a great number of colleagues have refused to serve MIBS in any capacity. That is, recently their adamant attitude has softened visibly because other teaching opportunities in the summer, and consequently the chance to supplement our modest nine-months salaries, decreased drastically in the wake of the financial difficulties that USC is experiencing, along with many other institutions of higher learning.

Of course, there are other, more pertinent reasons for our faculty's reluctance to get involved in MIBS, some of which may apply to efforts of teaching business language courses elsewhere. Teaching, and particularly coordinating MIBS are demanding and not always rewarding tasks. Even though an unusual amount of preparation is required for those of us who are not trained in business language - and who is -, and even though the planning and coordination, especially of the intensive summer sessions, are strenuous and time-consuming, no released time and no relief from the normally required duties are granted. The curriculum itself is quite challenging. Not only do we have to take the students from a state of blissful ignorance to a proficiency level that allows them to do more than buy bread. They also have to be able to find an apartment, secure the necessary papers for their stay, socialize, and, most importantly, survive in a sophisticated business environment. This level of competency has to be reached within less than one year when most of the time is consumed by business studies.

Furthermore, since language does not exist in a vacuum, but is embedded in and reflects the idiosyncracies of a country and its people, the teacher has to convey basic cultural and social characteristics and practices, quite a task, particularly in the

languages of the Arabic countries and Japan, where such conventions can be drastically different, as is so consisely illustrated in John Patrick's play "The Teahouse of the August Moon," where Sakini explains: "In Okinawa...no locks on doors. Bad manners not to trust neighbors. In America...lock and key big industry. Conclusion? Bad manners good business." Moreover, the students have to learn to express themselves in matters of their discipline, business and economics. Thus, business terminology and customs are a major part of the course objectives. The difficulty here is that the terminology is meaningless and therefore hard to teach and to learn without an understanding of the underlying concepts; and those concepts, the students are just learning to grasp and the language professor is not thoroughly familiar with - two handicaps in the classroom. After all, the faculty members in foreign languages are trained primarily in literature; their social status and respect are rooted in this expertise. And they are not always willing to acquaint themselves with a mundane subject such as business, a discipline viewed with a good measure of disdain, anyway.

Another difficulty the instructor may not be eager to tackle is materials. Unlike textbooks for the traditional undergraduate curriculum, books for business language do not, through the benevolence of the publishing industry, appear on our desks unsolicited, and they are not plentiful. It is cumbersome to locate and obtain them, and mostly the efforts yield useless texts. Consequently, the teacher has to devise his own materials for a field, no less, in which he is not altogether comfortable.

Moreover, as a language teacher, the professor is used to an undergraduate clientel, young students who are pliable, lenient and forgiving. The mature and generally more aggressive business students,

however, demand instruction of consistently high quality, and they do not hesitate to be openly critical of any shortcomings perceived in the teacher's performance. Teaching MIBS has been known to impede one's professional advance.

Thus, a MIBS language course can be rather more complex and challenging than some colleagues are willing to deal with. Consequently, the task of coordination and instruction often falls upon the young faculty member who has no choice and frequently neither the time nor the experience to solve the inherent problems. Being untenured, he also does not have the authority to properly enforce course objectives and outlines in the face of senior professors, for instance, who are part of the staff but insist on conducting their session their way, a situation that is detrimental to the pursuit of common course goals. So, after a painful trial period, the untenured coordinator finds himself forced to resign only to be succeeded by another novice.

Luckily, our internal attempts to conquer such problems are being aided by the encouraging growth and re-evaluation of business language as a discipline nationwide, which is also beginning to be recognized by those illusive entities that are responsible for merit raises and tenure decisions. Efforts in this area are slowly being appreciated, supported and rewarded. Instructors interested in this field are given opportunities to train themselves, professors with experience in business language are hired, and more and more colleagues are volunteering to teach business language. But best of all, our colleagues in Business Adminstration are not only now giving us due credit at the MIBS banquet, they are also supporting our efforts vigorously in many ways, even financially by funding, for instance, our participation in functions such as this Conference on Foreign

Language for Business.

What would be a more appropriate ending to this presentation than another quick commercial for MIBS, the slogan imprinted on the T-shirts of the Class of 82:

TODAY MIBS - TOMORROW THE WORLD!

Margit Resch

University of South Carolina

FOREIGN LANGUAGE AND BUSINESS ADMINISTRATION: AN INTEGRATED APPROACH

by

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Foreign Language and Business Administration: An Integrated Approach

The International Business Program at Concordia College is based upon components which we feel are rather unique in an undergraduate program. Its development and implementation are a testimony to cooperation among four departments, French, German, Spanish and Economics/Business Administration. In the process a high degree of departmental autonomy has been maintained, yet the program is integrated through shared goals and a judicious mix of the academic and the experiencial in the on-campus and the abroad segments.

The program had its origin in 1980 in a French Departmental self-study, which recognized the need for a program combining business and foreign language. As a result, a proposal was made to the Department of Economics/Business Administration to initiate a joint venture in that area, and preliminary discussions were held.

Next, funding was sought to sponsor a workshop that would include business and all three modern language departments. The Faculty Center, a committee which encourages and coordinates new programs and faculty development at the college and which administers Northwest Area Foundation Grants, approved the venture. During the workshop, the language departments met with the Department of Economics/Business Administration to discuss the adoption and implementation of an integrated program in international business and foreign languages. Also consulted were the chairperson of the International Relations Program and the Director of Cooperative Study

internships.

It was agreed that a principal goal of the program would be to use existing courses and structures as a base, supplemented and integrated in such a way as to offer a worthwhile experience in the combined fields of business and language. Students would receive a B.A. degree with a major in one of the five areas offered by the Economics/Business Administration Department and would receive a certificate testifying to their completion of the International Business Program. At least a minor in a foreign language would be required. In practice, all of the participants to date have completed a second maior in the language.

Components of the program agreed to are as follows:

1. a core group of courses in Economics/Business totaling an equivalency of 20 semester credits, which must be taken before the foreign experience. These courses form a core for all of the five majors offered by the department and were selected on that basis.

2. a core group of course in foreign language to be decided upon separately by each language department.

3. a foreign experience in which the students study in a foreign university or business school for one term, during or after which they work as interns in companies within the country, combining the business and language skills.

During the summer of 1981, each language department made its own plans for designing its special course requirements within the agreed upon structure and for selecting a school and a means for locating internships for the program. Aided by the same Northwest Area Foundation Grant, members of the language departments traveled to their respective countries. The French Department selected a program at the Institut de Gestion de Rennes. A French professor at the Institut who had formerly taught in Minnesota was willing to serve as supervisor of the program in France. An agreement was

made about courses to be taken at the Institute. In addition, the Institute would take responsibility for the securing of internships, which in their case would follow the term of study. Students would live with French students in university housing. In other words, the Concordia French program is meshed with the existing French system.

In the meantime, the Spanish Department decided to locate its program in Mexico, due partially to ease and economy of travel for students. After checking several possibilities in that country it was decided, at least for a beginning, to dove-tail its program with that of the Northeast Consortium, first at the Instituto Mexicano-Norteamericano de Relaciones Culturales in spring 1982, and then in the fall of 1982 at the Universidad Nacional Autónoma de México. The Spanish Department was able to influence course offerings to be in line with its objectives. The internships were to run during the same time frame as the classes and count as one of the semester courses under Cooperative Study earned through Concordia College. The internship was seen to be the capstone of the foreign experience. Students would live in selected Mexican homes. Beginning next year, the Spanish Department will make its own arrangements for classes, housing and internships.

The German Department also made some preliminary inquiries, but due to a curriculum revision in progress, they were unable to implement a program in its first year.

The summer of 1981 was marked by many efforts related to the program. Before proceeding with the proposed plans, the chairpersons of the French and Economics/Business Administration Departments consulted with representatives of several international business companies in Minneaspolis to seek their reactions and evaluations. Based upon the comments made in the interviews, a list was drawn up of strengths that the business people felt would result from the program. The experience was perceived to be an

expression of commitment to a business career. Students would develop a global perspective of business and gain maturity and improvement in self-concept. Through a successful work experience, students would develop skills in human relations and foreign language, both professional and general. The business representatives emphasized that good business skills are the primary concern in selecting potential employees. Foreign language skills are seen as being of value provided that functional business skills are also present. We have consequently emphasized to students that it is important to develop good skill in all of those areas cited by our contacts: that is, business, human relations and foreign language. In order to help assure a successful experience, students are screened through an application process before they are allowed to enter the program and have to date been limited to students who have participated previously in another of our abroad experiences.

In early fall of 1981, a description of the International Business Program was taken to the Faculty Senate of the college for their information. Official Senate approval was not needed, since there was no change in the major or minor programs. The Senate discussion was viewed as being important to the faculty's understanding of the design and objectives of the program and for securing potential support of other departments.

At the same Senate meeting, the German Department's new curriculum was approved, as a separate issue, allowing that department to proceed with plans for implementing their program.

The following spring a second visit to Minneapolis area international businesses was made, this time by the German and Spanish Department representatives, with the purpose of opening up new contacts and of informing old contacts of progress made since the previous visit by Concordia faculty.

In meeting with an American subsidiary of a German company, a rich potential for assistance was tapped, since specific names were provided to contact in Germany which were afterwards used in establishing the German program abroad. The German company representative was very impressed with the potential of our program, indicating that there is a need in American subsidiaries of German companies for employees trained in business skills who are also fluent in German. Arrangements for the German program are now being completed and the first students will be sent in 1983-84.

As stated previously, each language department has a certain set of basic language and culture courses which must be taken by international business students. In addition, the German Department has developed a course entitled German for Business, in which the political, economic and social geography is treated, with emphasis on original texts. Special terminology is another emphasis.

The French Department uses a course entitled Special Topics in French to prepare their students for the overseas experience. Special texts and materials are used to familiarize the students with the economic and political situation in France today. Students must convert general themes learned in business courses into French, such as corporate structure, financing policies, the history of the dollar, and the like. In a different emphasis, students must regularly interact with the departmental native assistant on a variety of general and specific themes.

The Spanish Department has used a major component of its civilization and advanced composition courses as background preparation, along with independent study partially based on the Nelly Santos text, Español Comercial, in the semester preceding the abroad experience. In the next school year, a course in Special Topics will be offered to replace the independent study.

In preparation for teaching the new courses, a German professor took classes in economics and computer science; a French professor attended two seminars in Paris, at the Ecole Superieure de Commerce dealing with the current economic/political situation in France and the Common market countries, and a Spanish professor has studied Comercial Spanish in Mexico. Other faculty members in all three departments have participated in workshops, seminars and conferences related to business.

To date, two groups of French students have participated in the program, in the second semesters of 1981-81 and 1982-83 school years. Thus far, internships have been in the areas of high technology and grain. Similarly, Spanish students have spent two semesters in Mexico, during the spring of 1981-82 and the fall of 1982-83. As of this date the internships have been with publishing companies.

As for the students involved in the program, their reaction to its benefits has been very positive. They have felt that they have gained a high degree of professional and personal growth through the experience. The strengths that we anticipated would result from the program have been confirmed by the students. Although the number of students participating in the program during its first two years has not been large, the interest by students is growing. We also feel that the program has had a positive effect on enrollment in languages in general. Students are aware of our sensitivity to their needs. The fact that French enrollment was up twenty-five per cent this fall and the number of declared majors in Spanish has doubled in two years seems to confirm that opinion.

The International Business Program has gained positive publicity for the college. Articles have appeared in local newspapers as well as in publications sent to alumni, prospective students and the general public.

In addition, four members of the Concordia faculty presented a panel discussion at the fall conference of the Minnesota Council of Teachers of Foreign languages. One of the speakers was the chairperson of the Department of Economics/Business Administration, whose assistance in the development of the program has been outstanding. He has also addressed groups of interested students, demonstrating by his presence and support that the program is truly interdepartmental in nature.

The faculty involved in the International Business Program feel great personal commitment to its development. Through the effort, better understanding and working relationships have resulted between academia and the business community. And those most particularly served, the students, have found it to be a challenging and worthwhile experience.

THE CARE AND FEEDING OF UNDERGRADUATE AND GRADUATE FOREIGN LANGUAGE/BUSINESS PROGRAMS AT A STATE UNIVERSITY: NOTES FOR A CASE HISTORY

by

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The Care and Feeding of Undergraduate and Graduate Foreign Language/Business Programs at a State University: Notes for A Case History

Curricula linking one or several foreign languages with training in Business Administration and Economics have been touted as sure-fire solutions to declining enrollments in the Humanities. Yet little has been said, publicly, about the development and management of such hybrids. The present paper reviews the introduction of undergraduate and graduate degree programs in French/German/Spanish and Business at The Pennsylvania State University.

First, let me outline the development of our degree programs in the three languages, including curriculum redesign and study abroad. I will then describe the enrollment, advising and placement patterns which have emerged. And thirdly I would like to broach the delicate issue of faculty development, present and future.

* * *

In 1973 two of my colleagues, Jeanne and Alfred LeBlanc, asked me if the Department would favor a new undergraduate major in French and Business Administration. After consultations within the Department and with the Penn State College of Business, eleven Business/Economics courses, plus a course in Business English

were identified as appropriate, as were two new French courses (French Press and French Business Communication). To accommodate the double concentration in a four year program of study, we opted for a Bachelor of Science degree in French, because it entailed fewer requirements in liberal studies than the BA degree. Also, and with some misgivings from Department faculty, the number of literature requirements was sharply curtailed in contrast to our Bachelor of Arts Options in French literature or in French Language and Culture. However, in recognition of the rising vocational pragmatism of many undergraduates, the Department unanimously approved the BS French-Business major and sent the proposal forward for further review within the College of the Liberal Arts.

By the time the proposal reached the Curricular Affairs Committee of the University Senate, the Business College was having second thoughts about the wisdom of attracting additional students from Liberal Arts into its already overcrowded courses. Fortunately we had kept complete records of prior negotiations, including a 1973 memorandum from an Associate Dean indicating his College's approval. So the hurdle was cleared and the new program moved forward for final approvals from the central administration (Vice-President for Undergraduate Studies, Provost, President, and Trustees), approvals which were completed in the Fall of 1976. One crucial condition of approval was the department's assurance that the French-Business program would be operated without additional funding for staff or equipment.[1]

Since 1976 a minor administrative imbroglio occurred in 1979-80 when the Department, at the request of undergraduate advisors, attempted to secure a more articulate catalog description of the BS degree in order to distinguish it from the BA options. The Business College objected at first, claiming that the wording "Option in Business" implied compliance with national Business accreditation "core courses." The objection was withdrawn when the descriptor was changed to "Emphasis." At this point, however, a senior administrator jumped into the fray, claiming that the verbal adjustment compelled reapproval of the program by the Board of Trustees. The matter was quietly resolved in 1981 when the Department initiated a second Bachelor of Science program in French and Technical Writing/Translation, this time in cooperation with the Department of English. As the approval process of the so-called "Technical Writing Option" advanced, all parties began to realize that the descriptor "Option" was appropriate for both the BA French majors in Literature and in Language/Culture as well as the BS French majors in Business or in Technical Writing/Translation. With final approval of a second Bachelor of Science major received in 1982, the Penn State catalog now clearly identifies the four variants of the major.

In the early years of the Penn State French-Business Option, all majors were offered a Spring Term study program in Strasbourg with courses in language, culture and literature. In 1980, as more students were attracted to the Business Option, and with encouragement from the University's Office of Foreign Studies, the department selected the Institut Universitaire de Technologie

in Nice as a separate study center for French-Business majors. There, three courses survey Common Market operations, with supporting courses in Business French and Mediterranean civilization. Concurrent with initiation of a French-Business half-year study program in Nice, the College of Business Administration approved a study program for Business majors at the same Institute with Business courses taught in English, plus one elementary French language course. Start-up problems were minimal, the major one being housing in an inconvenient hostel, now replaced by University of Nice dormitories.

Encouraged by the early success of the undergraduate French-Business major, the Departments of German and Spanish proposed similar alliances with our Business college. Unfortunately, opposition from an overburdened business faculty in the late 70s was so strong that Business college administrators granted their approval of the new programs only when the central administration agreed to provide funds for additional business instructors. Course requirements for undergraduate French/Spanish/German Business majors as they will be offered under a semester calendar effective 1983, are displayed in Table 1.

In light of highly favorable student acceptance of undergraduate foreign language and business majors, in 1979 the Department investigated the possibility of concurrent Master's degree programs in French Studies and in Business Administration. This time, after discussions with French and Business faculty (who were beginning to get to know one another), the Deans of the two Colleges, the Graduate School and, again,

the long chain of review by faculty committees and administrators - this time, the process lasted only two years. As operated under a semester calendar, students may select a Master's degree in French Studies, plus a Master's degree in Business Administration or a Master of Science degree in Business. Both require an undergraduate major in French, or equivalent. French-MBA candidates need only minimal prerequisites in Business subjects, versus candidates who have extensive undergraduate Business training and who wish to specialize in a particular field of Business (Accounting, Marketing, Finance, Transportation, etc.). Application procedures include GRE and GMAT scores, and a tape recording (in French for anglophones). To launch the new program the French Department developed five new graduate courses: translation, advanced language, Business communication, contemporary metropolitan culture, contemporary francophone culture. The program, which takes a minimum of two full years, requires 39 graduate credits in Business and 27 in French. A list of requirements is presented in Table 2.

A one or two semester work-study opportunity is provided by the Institut d'Administration des Entreprises (IAE) at the University of Nice and by the nearby Centre d'Enseignement et de Recherche Appliques au Management (CERAM) at Sophia Antipolis, a burgeoning high tech center similar to the North Carolina Research Triangle Park. The Director of the IAE serves as academic advisor, forwarding evaluations of course work and language proficiency. His staff also arranges for a <u>stage d'entreprise</u>, according to the interests of the student.[2]

To prepare for the substantial additions to existing graduate programs in French, in 1979 and 1980 the Department sent five faculty members to one-week summer seminars at the Centre Malesherbes in Paris, sponsored by the Paris Chamber of Commerce. Inflation and budget cuts would prohibit such conspicuous recycling incentives today. Also, with interest in international studies growing, our College of Business has developed additional faculty and student linkages with CERAM. And in 1982 an IAE instructor taught a Business Communication course in the French Department. The three students who participated in the first graduate French-Business study program in the Nice area last year have returned with very favorable attitudes toward their courses and the invaluable stage. And, as word of the graduate French-Business program spreads, the Department is receiving a rising number of applications from Business students in France.

* * *

But let me turn to student reception of the new programs. Not only have French majors increased to an all time high of 102 (Winter 1983), French-Business majors account for 60% of the group with second place going to BA majors in language/culture. The literature major presently attracts only a handful of students. A similar pattern is developing on the graduate level, where MA/MBA students already account for two-fifths of the MA population in a period of only two years. Women predominate at both levels. (See Table 3 for undergraduate and graduate enrollment distributions.)

Faculty who advise undergraduate students report a wide range of student motivation and achievement among those who select one of our BS programs. Some students discover that they do not like quantification or organizational behavior. Others have difficulty writing or speaking a foreign language, yet persist in a major. As the volume of students rises, the department is considering the introduction of language proficiency controls along the lines of criteria under development by ACTFL and ETS.[3] Here the faculty's priority of quality confronts the administrations's quantitative value structure: the FTE syndrome. To date we find that the Writing/Translation Option is beginning to function as a constructive safety valve for students who acquire a distaste for a business environment. At the graduate level, some MBA students are beginning to add the MA in French Studies. But the biggest problem remains our quest for acceptable L2 proficiency in both programs.

Placement results of undergraduates show a mixed pattern. As a rule the weaker students do not remain in contact with the Department, although they receive, where possible, a copy of the annual Department Newsletter. Of the sixty-nine undergraduate Business majors to date, typical placement histories are listed in Table 4. If we classify the positions in three broad categories -- international finance, manufacturing, and service (private and Federal) -- we find that the latter predominates overwhelmingly: 17 versus 4 in finance and 3 in manufacturing, a configuration which reflects national business placement patterns. At the graduate level our first concurrent degree graduates are finding

this spring that the world economic slump is not the most propitious moment to enter the business world. One graduate is considering an offer from the CIA whose budget for multi-linguals was increased by the 79th Congress. Another is interviewing with an international brokerage firm. Two more continue to search. In order to enhance the dossiers of degree candidates we will experiment with videotapes in the target language as a complement to video tapes in English, already provided for graduating MBAs. We also expect to add ACTFL language proficiency descriptors to the dossier.

* * *

As a final point, let me touch on the sensitive area of faculty development. With the inception of both undergraduate and graduate programs joining French and Business not one of the 15 fulltime members of the Department has acquired formal training in the new subject areas (with the exception of five faculty members who attended brief business seminars in Paris). To date our business-translation courses have been staffed by humanists who have volunteered to learn the new lingo. However, as our programs establish deeper roots, the need to involve additional faculty members, if not the problem of replacing those who resign, retire or go on leave, will multiply. One colleague who taught a graduate Business Communication course was recently accepted by the Wharton School summer program for humanists. He has subsequently left academia for more lucrative pastures. To compound the problem, we are now beginning to witness enrollment

increases in other parts of the program, including literature and linguistics, thus decreasing the pool of faculty available for business-translation assignments. If present trends continue, with no increase in staff, we may be forced to limit enrollments, an embarrassment of riches hitherto restricted to business, computer science and engineering programs. The solution used by some departments of English, that is the establishment of a two-track faculty, one in literature and one in creative writing, does not lend itself as a model for the typical foreign language department. Demand is not yet sufficiently strong to assure a year-round clientele in each area. Our policy has been to maximize the range of courses taught by a single instructor, not only for efficient staffing, but also to protect the faculty member from a trail of consistently under-enrolled courses. With a possibility of revision in tenure conventions at the national level, such adaptability seems only prudent.

The problems of faculty redevelopment with minimal assistance also raise the question of faculty training in the 1990s. Assuming that foreign language business and translation programs have become commonplace, who will provide a doctoral program which recognizes such specialization? I do not suggest that doctoral candidates abandon Molière or Cervantes. Yet we do not have doctoral training which assures advanced proficiency in the target language as well as in the theory and practice of effective L2 pedagogy, not to mention familiarity with Economics/Business/ Political Science. Such a doctoral program should be designed for both teaching and research needs. Furthermore, there is as yet,

to my knowledge, no center or institute which combines the functions of a Foreign Service Institute and an Institute for Cognitive Science. Historically, the United States is a mono-cultural and monolingual country. So are the Japanese. And what are they doing? They have adapted the Lozanov concert technique to non-Western music and are experimenting with simultaneous acquisition in three languages using specially designed couches.

Such bold experiments lead me to a final comment: how we as L2 teachers can inject more effective foreign language learning into business/science curricula. The Penn State Business College has discovered that students sent abroad with no language preparation feel disadvantaged. It now favors L2 as an elective before departure and has also increased the proportion of language instruction during the semester of study in Nice. Our College of Engineering would like to have its students take beginning L2 courses in fulfillment of humanities requirements, a proposal which, curiously, has sparked resistance from humanities faculty who prefer the status quo. A national review of engineering accreditation requirements is underway. Meanwhile, at Penn State we would like to design an accelerated elementary course for Engineers using terminology from the field. With such training, students would be able to spend a junior year at a scientific institute in Lyon. A similar course, in French and in Spanish, addressed to hotel management majors, is currently offered, experimentally, at the University of Hawaii.

* * *

In brief, as the business and technical communities become more sensitized to the usefulness of foreign languages in today's interdependent world, language departments will need to be more adept in providing efficient L2 delivery via accelerated or intensive and subject specific courses. The clientele is there; unfortunately, the curricular marketing is not. We can continue to try to satisfy a growing need for effective L2 acquisition in our autonomous programs, the present academic delivery structure in the United States. Yet a better solution, perhaps, would be a national center, with regional surrogates, which would provide a focus for the complex relationships between human cognition and language acquisition. Such a center would provide a nucleus for the development of the theoretical and applied pedagogy needed for maximally effective language programs. Language departments are trying to cope with changing student needs, curricular revision and faculty recycling. However, when the next decade arrives, the instructional programs now viewed as a novelty will have become the norm. By then, I hope, we will have the research and training centers to satisfy what has clearly become a national need.

Notes

[1] See R. L. Frautschi, "The French Business Major at Penn State," ADFL Bulletin, 9.3 (1978), 31-33; Alfred and Jeanne LeBlanc, "The B.S. Degree in French/Business at The Pennsylvania State University." Modern Language Journal, LXIII 1-2 (1979), 41-43.

[2] "French/Business Graduate Programs," ADFL Bulletin, 12.2 (1980), 3.

[3] ACTFL Provisional Proficiency Guidelines, n.d. [1983], 36 p.

TABLE I

Course Requirements for BS Majors in French/German/Spanish and Business Administration (elementary intermediate L2 courses not included)

	French	German	Spanish
Language	16 cr.	15 cr.	15-18 cr.
Literature	6	6	9-12
Culture and Civilization	9	9	3-6
Business Language	3	3	
French Elective	3		
Second Romance Language			6-8
	37 cr.	33 cr.	36-38 cr.

Accounting	3 cr.
International Business	6
Economics	9
Management	3
Business English	3
Finance	3
Marketing	3
Quantitative Business Analysis OR Statistics	3-4
	33-34 cr.

TABLE II

Requirements for Concurrent MA-French Studies and Master of Business Administration

MA		MBA	
French		Business Administration	
Language	9 cr.	Accounting	3 cr.
Culture and Civilization	9	Quantitative Business Analysis	6
Electives	9	Management Information Services	3
		Business Administration	15
		Management	3
		Marketing	3
		International Business	6
	27 cr.		39 cr.

MA		MS	
French		Business Administration	
French/Business Communication	3 cr.	Major Field of Business	
Language	3	Accounting, Business Administration, Business Law, Business Logistics, Finance, Insurance, Interantional Business, Management, Management Information Systems, Marketing, Operations Management, Quantitative Business Analysis, Real Estate	
Culture and Civilization	6		
Metropolitan Literature	3		
Electives	9-12		
	24-30 cr.		21-27 cr.

TABLE III

Penn State Undergraduate and Graduate

Distribution of French Majors (Winter 1983)

Undergraduate

	BA Lit.	BA Lang./Cult.	BS Bus.	BS Tech. Wr./Trans.
F -	6	12	69	3
M -	1	3	8	0

Graduate

	MA	MA/MBA	DEd	PhD
M -	5	5	0	9
F -	26	7	1	11

TABLE IV

Business Concerns and Federal Agencies in which PSU French Business Graduates Are Employed

Continental Bank, Mexico City Branch, International Department; Director of Translation Services, Berlitz, Houston; Cacherel, a couture house, New York City; Translator, National Geographic Society, Washington, D.C.; General Supply Officer, U.S. Navy; Press and Artist Relations Manager, Deutsche Grammophone; Loan Officer for West Africa, World Bank; Auditor, Dupont; Instructor, Foreign Service Institute, Washington, D.C.; National Security Agency; Tri-lingual hostess at German international trade fairs; Financial and Operations analyst, Wendy's International, Columbus Ohio; Claims Representative, Traveler's Insurance; Press Secretary, French Consulate, San Francisco; Sales Representative, Burroughs Corporation; Reservations Agent, Amtrak; International Operations, Disney World; Technical Translator, Certainteed Corporation; Vista International Hotel, Washington, D.C.; Development Alternatives (international consulting firm), Washington D.C.; Department of Defense; IRS Tax Consultant; Armstrong Corporation, Ohio; Hunt Manufacturing (export-import) Philadelphia, PA.

EVALUATING LANGUAGE COMMUNICATION:

THE MARRIAGE OF THREE DEPARTMENTS

by

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"Evaluating Language Communication:
The Marriage of Three Departments,"

Paul E. Frary and Carol S. Fuller
(Westminster College)

I. Introduction

In 1977-78 Westminster College, a small liberal arts school of 1,500 students in rural western Pennsylvania, instituted an interdisciplinary major in International Economics and Business. The result of several years of planning and deliberation, the program was created as a response to the obvious economic problem of how to make the U.S. more competitive in international and domestic markets. It all started in 1973. In January of that year I had the privilege of conducting an overseas business travel seminar to England and Germany. I look back on my first January trip with fond memories of both the 20 Westminster students who accompanied me and the wonders of the European world. I recall feelings of incompetence in trying to understand a business world beyond the borders of the United States. As I listened to briefings by German and British economists, trade unionists, marketing representatives, government officials, auto manufacturing executives, and electrical engineers, my eyes were opened dramatically to the vast differences between the assumptions that Americans make about "business as usual" and the traditions and norms of European enterprise. Insult was added to an already injured academic pride when the more inquisitive students asked me those "late night" questions concerning that day's speaker or subject--and I could not answer them.

The experience that truly brought home my frustrations occurred at approximately 9:15 on the morning of January 24 in Bayreuth, Germany.

I found out that my work--consulting and study in the area of human resource management and personnel--weren't sufficient to provide the background necessary to understand the role that Rosenthal, the famous china producer, played in the social and cultural life of its employees. As I continued to ask the personnel manager what I considered to be pointed questions in hopes of grasping what I was hearing, I fell further and further into the pit of misunderstanding with each and every answer. I look back on this somewhat embarrassing circumstance with the realization that the firm's role in the social and cultural life of its employees could not be understood without some knowledge of the motivating forces of German workers and the organizational objectives of German business, to name only two. After returning from this trip, I vowed that I would study to gain a better understanding of different business cultures.

In the next two years I submerged myself in reading and studying the impact of culture in the international business world. Again and again I found out how much I really didn't know or understand. My early readings uncovered an account of a three-month training program conducted by a bank in one of Japan's regional centers. The program was administered to all new employees. Although about two-thirds of the program was devoted to technical and managerial skills, the remaining third emphasized "spiritualism": a grouping of ideas about psychology and character development from Zen, Confucian, and Sumurai tradition. Its tenets were social cooperation and responsibility, acceptance of reality and perseverance. The aim was not to brainwash employees but to familiarize them with the philosophy of the bank, its competitive circumstances, and its intention to contribute to the social good. As part of the training each newcomer had to walk 25 miles: nine miles as a group, another nine miles in small squads, and the last seven alone in silence. Competition

was not the point, but team work, physical and mental well-being, and the importance of persistence in accomplishing almost any task. I couldn't help but wonder how our graduates entering the world of banking would accept such ideas from a Mellon or Chase.

As I discussed these ideas with interested colleagues in Economics, Business, and Foreign Languages, it became obvious that a whole body of knowledge existed, untapped, right under our noses. Could all these interests and expertise be brought together across traditional departmental lines?

The answer was yes. Over the next few years, three departments that had had limited, and not always friendly, contact in the past--Economics and Business, Foreign Languages, and Political Science--cooperated to develop a fully-integrated program. Given the predisposition for interdisciplinary studies and the already existing resources within the departments involved, little "selling" of the program's benefits and little reorganization of curriculum were necessary.

II. Overview of the Program

We're now going to give you an overview of the program; first, describing the courses, the four-year sequence, and additional factors that are external to the coursework. Then we'll talk briefly about the role of the International Economics and Business Program in our liberal arts curriculum. Finally, we'll mention some of the outcomes since we began the program four years ago.

The program rests on four broad objectives:

1. To provide our students with the quantitative and qualitative tools necessary for success in the business world and graduate programs in business or economics.

2. Provide students with a background in the international aspects of economics and business;

3. Prepare students to be more aware of and sensitive to other cultures;

4. Help students to develop proficiency in a second commercial language.

The core of the major remains the traditional foundation courses in economics, business, and accounting which the students take during their freshman and sophomore years. Since Westminster never dropped either its admission or graduation requirements in foreign languages, all of our business students receive some grounding in French, German, Latin, or Spanish, regardless of the track they follow--Management, Management Science, Accounting, Economics, Industrial Relations, or International Economics and Business. But in the international track, the students usually add foundation or advanced language courses to the first two years at Westminster. By the Junior year they have obtained sufficient knowledge in business and a foreign language to specialize in the international topics and eventually in a cultural area. Thus the last two years of the program involve advanced international courses in economics, business, and a foreign language. (Figure 1)

The liberal arts philosophy of Westminster requires a division of students' coursework into approximate thirds:

1/3 electives courses

1/3 all-college liberal arts requirements (Social Sciences, Natural Sciences, Humanities) (Figure 2)

1/3 major work - These 18 minimum course units are taken in 5 separate disciplines--Economics, Business, Math, Political Science, and Foreign Languages. The entire Junior year and the first semester of the Senior year consist of advanced courses.

WESTMINSTER COLLEGE

INTERNATIONAL ECONOMICS AND BUSINESS MAJOR
18 credits/5 disciplines

YEAR	DISCIPLINE				
	BUSINESS	ECONOMICS	LANGUAGE	POLITICAL SCIENCE	MATHE-MATICS
Freshman	Principles of Accounting	Introduction to Economics	(Determined)		Calculus
Sophomore	Intermediate Accounting I Intermediate Accounting II	Intermediate Microeconomics Intermediate Macroeconomics Statistics I Statistics II			
Junior	Business Organization & Management		Business Vocabulary		
Junior & Senior	International Marketing	Economic Development & Growth		International Politics or International Law	
	International Finance	International Trade			
		Comparative Economic Systems			

← Advanced Topics →

Figure 1

Business

1. International Marketing - Highlights the differences between domestic multinational/international marketing. Cultures and environmental differences are discussed as they affect channel operations, promotion, pricing, and product planning.
2. International Finance - Analyzes the problems faced in the financial management of multinational firms. This course investigates the balance of payments, foreign investment, working capital management and long-term capital management for multinational corporations, international accounting, and international tax.

Economics

1. Economic Development and Growth - The course focuses in on the major problems currently confronting developing countries, including agricultural development, population, income distribution, employment, education, and international economic relations.
2. International Trade - The course examines the gains from international specialization and exchange, the mechanisms of intercountry movement of goods and resources, the balance of payments, the correction of imbalances in trade flows, and the effects and purposes of restrictions on trade.
3. Comparative Economic Systems - This course focuses on the study of the major economic systems from a theoretical and empirical point of view. Special emphasis is given to an understanding of the nature and functioning of command economies.

Political Science

1. International Politics - This course focuses on modern attempts to regularize international life by exercising the use of international law and institutions in dealing with international disputes and in promoting cooperation among the nations of the world.
2. International Law - This course focuses on modern attempts to regularize international life by exercising the use of international law and institutions in dealing with international disputes and in promoting cooperation among the nations of the world.

WESTMINSTER COLLEGE

GRADUATION REQUIREMENTS

34 COURSES
(4 TERMS P.E.)

ALL-COLLEGE

- WRITING
- RELIGION
- FOREIGN LANGUAGE
- PHYSICAL EDUCATION

GROUP I (TWO COURSES)

- BUSINESS ADMINISTRATION
- ECONOMICS
- EDUCATION
- LINGUISTICS
- POLITICAL SCIENCE
- PSYCHOLOGY
- SOCIOLOGY

GROUP II (TWO COURSES/ONE LAB)

- BIOLOGY
- CHEMISTRY
- COMPUTER SCIENCE
- GEOLOGY
- MATHEMATICS
- PHYSICS
- SCIENCE

GROUP III (FOUR COURSES IN THREE DISCIPLINES)

- ART
- ENGLISH
- FOREIGN LANGUAGES
- HISTORY
- MUSIC
- PHILOSOPHY
- RELIGION
- SPEECH
- TELECOMMUNICATIONS
- THEATRE

ALL-COLLEGE REQUIREMENTS	1/3
ELECTIVES	1/3
MAJOR WORK (IN ONE FIELD)	1/3

INTERNATIONAL ECONOMICS AND BUSINESS COURSE REQUIREMENTS SATISFY:

1. GROUP I
2. NON-LABORATORY GROUP II
3. FOREIGN LANGUAGE ALL-COLLEGE REQUIREMENT

Figure 2

Business French, German, or Spanish - By the Junior year majors should have completed at a minimum the intermediate level of the chosen foreigh language. Enrollment in the Fall Conversation course must precede registration for the Spring Business Language course. In practice, our students often enter Westminster with some knowledge of a foreign language and, therefore, enroll in other language courses besides the two advanced courses required. The Civilization course is a case in point. Required in a traditional major, it is frequently elected by non-majors and serves as an excellent bridge between the Conversation and Business Language courses.

During the Senior year, the diverse components of the program are united through practical applications.

Fall: Written linguistic competency exam - During the Fall of the Senior year all international majors must take a competency exam in their chosen foreign language. This is not a retesting of specific elements learned in the Business Language course the previous period. Based upon practical business situations, the exam requires such things as translations, summaries of articles and letters, and interrelation of data. As such, it is quite similar to the materials put out by the Chambre de Commerce et d'Industrie de Paris for its exams in commercial French. Students must pass this rigorous exam in order to graduate with the major in International Economics and Business. Upon successful completion, a written certification of the appropriate competency level is attached to the student's permanent record to be included with all materials sent to potential employers. (Figure 3)

Spring: Senior Seminar/Advanced Topics - The capstone course for the entire program, Advanced Topics, focuses in on a specific blend of business, economics, cultural, and linguistic interest. The student is required to prepare an advanced topic paper for the Economics

and Business as well as the Foreign Languages Department. Subject selection of the paper is determined by the Foreign Languages Department sponsor. After the paper is acceptable for format, grammar, and content in English it is then translated into the student's foreign language to the standards determined by the sponsor. The subject of the paper must be related in some way to the language/culture emphasis the student has selected. Therefore, completion of this part of the program is subject to the approval of both the Foreign Languages Department and the Department of Economics and Business.

Certain other factors external to the course work serve to strengthen the cross-cultural links. Westminster operates on the 4-1-4 system, allowing for intensive study in one area during the month of January. This has facilitated our offering travel seminars all over the world during that time. All three departments in the international program offer such trips on the average of one every two years. In Economics and Business we've taken tours to Russia, Germany, Austria, Switzerland, France, England, and Scotland. In Foreign Languages, we've been all over Europe and to Mexico. In Political Science, they've been to Russia and Africa. While the focus of the lectures depends of course on both the department and the instructor, all Westminster students are eligible to participate. The international majors are especially encouraged to do so. In addition, we have been sending increasing numbers of students overseas for a term or semester and more and more of these have been business majors. Some have worked out internships overseas. The internship program is a strong element at Westminster.

III. Role of International Business Program in a Liberal Arts Curriculum

The cross-cultural approach to international business fits the nature of a liberal arts school very well. A major in Business Administration or Economics has always been considered as much within the liberal arts tradition at Westminster as, say, a major in Political Science, Sociology, or English.

Interdisciplinary studies are encouraged, especially in the non-traditional January term. Our two-year Quest for Human Understanding program at the freshman and sophomore levels pools the talents of professors throughout the college through team-teaching. Several interdisciplinary programs similar to the international economics and business program have begun to break down existing barriers between departmental territories. Rather than just reshifting course content and changing titles, we attempted to formulate a broad-based program that would bring faculty together as well as students. Few could realistically disagree with the need for breadth as well as depth in the business world.

IV. Outcomes

After four years with the program in place, we are beginning to evaluate and reevaluate where we are. 1) There have been administrative problems within the past two years that we are now working to overcome. Almost all of these have had to do with coordinating efforts on the Advanced Topics papers, certifying competency and signing for graduation. Through establishing new guidelines and interdepartmental advising, these problems are currently being worked out. 2) Our enrollments are still low. One thing is for sure: the rigorous content and demanding sequence does not appeal to the faint of heart. Moreover, Westminster lies in the heart of the old steel-making belt--Youngstown, Ohio is 20 miles away. Beyond the fact that the whole college faces declining local enrollment due to demographic and economic factors, all of our international programs require high visibility to counteract strong provincialism. We have not yet actively marketed the program, either to our own students or to outsiders. 3) Moreover, there has been some resistance by certain faculty--business professors not inclined to see foreign language as having "practical" value and foreign language

professors more interested in literature than the practical application of their expertise. 4) However, the program has made an impact in Westminster's effort to attract and retain high-quality students with strong cross-cultural and language interests. 5) It has motivated more students to study and travel overseas. 6) Even those students majoring in the more traditional programs have broadened their perceptions of the commercial world by taking advantage of the international courses as electives. 7) As to the faculties of two departments that did not always see eye to eye, it is fair to say that trust, and even friendships, have developed. The Foreign Languages and Economics and Business Departments, not always the best of friends, have learned to cooperate better and to appreciate each other's academic role by establishing the foreign language proficiency that all involved parties felt was a necessity to the success of the program. 8) Our graduates, still few in number, have been able to use their unique expertise. One woman was involved in analyzing international loan opportunities for a well-known Pittsburgh bank before moving on to Florida, while another will soon be involved in developing the international markets for a Texas-based firm. 9) Last year, the American Graduate School of International Management (Thunderbird) came to campus to recruit for the first time, despite the fact that they usually recruit mostly from large schools. Two of our 1983 graduates have been accepted for September.

V. Conclusion

Stage I is ending. The program is in place and is working well. We're ironing out the problems of coordination and starting to plan for State II which will involve intensive marketing of the international aspects of the program. Thus far, we can say that the experiment has

has been successful. The program was designed to fill a perceived need in the American business community rather than to attract hordes of students, either to the overpopulated Business Department or to the underpopulated Language Department. In the future we hope to shift some of the majors concentrated in the traditional core programs of Management and Accounting to the broader international track. In the meantime, it is clear that despite the problems and the considerable effort required for individual professors to prepare new materials and work with other faculty, the links that have been formed between the Economics and Business and Foreign Languages Departments, in particular, have more than justified that effort.

THE UNIVERSITY OF TOLEDO'S MODEL FOR THE TEACHING OF FOREIGN LANGUAGE AND CULTURE ORIENTED TOWARD THE BUSINESS STUDENT

by

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A number of years back foreign language teachers used to mop the perspiration off their figurative brows whenever asked about the practicality of learning a foreign language. Such a query was, more often than not, met with a somewhat strident defense of the study of foreign languages for the sake of humanism and intellectual fulfillment, all the while looking around for support from any possible quarter. And it was so that departments of foreign languages all across the nation saw their enrollments slashed into something close to oblivion by student protest of degree requirements. It took nearly a decade before the adverse effect of that capitulation began to be reversed, and when this process of reversal began, it was with help from many quarters.

The 1979 report of the President's Commission on Foreign Language and International Studies made a substantial impact on the news media, alerting the nation at large to, in the words of the report, our "gross national inadequacy in foreign language skills." Among its recommendations, the report included the reinstatement of foreign language requirements in educational institutions in this country.

Furthermore, the recognition of the rights of individuals of certain ethnic backgrounds who had difficulties with the English language, particularly those of hispanic origin, created a real need for the study of foreign languages on the part of individuals who dealt with them in such areas as social work, medical care, and law inforcement. Here at last was the practical application that the foreign language teacher had been

looking for. Publishers of instructional materials recognized this need, and soon suitable texts began to reach the market.

Meanwhile, American multinational corporations, hard hit in some areas of business by foreign competition, were awakening to the need on the part of foreign-based as well as home-based personnel to be proficient in the use of the foreign language or languages with which they were dealing. In the academic circles, the American Assembly of Collegiate Schools of Business recommended the internationalization of the management curriculum, a position supported by a special task force of the American Council on Education.

At the University of Toledo there had existed for a while a desire among administrators and faculty to increase cooperative efforts among its different colleges. It was in that spirit of intercollegiate rapprochement that conversations began between the chairman of the Department of Foreign Languages and faculty members from the College of Business Administration which explored the possibilities of a joint project. These explorations eventually led to a concrete step in the form of a proposal for a grant to develop instructional materials in foreign languages for the undergraduate business curriculum at the University of Toledo, submitted to the Department of Education. The project was funded, and we began the work of bringing to reality the plans formulated in the proposal, the first phase of which was to develop materials for a culture course in both French and Spanish, as the pilot languages. I was to take charge of the development of the Spanish materials.

But before we could begin the task of actually developing the materials, many decisions had to be made. A series of meetings ensued during which many considerations were brought up for scrutiny on the part of the committee members. One main question to be answered was the level at which the new course was to be offered. The regular civilization courses taught in the target language have to be offered at a junior level, in order for the student to have reached such a linguistic proficiency as to be able to function when both classroom activities and textbook are in the foreign language. It is furthermore traditional to do so. The committee decided to break away from that tradition and offer the course at the Freshman level, with the idea in mind that students may be oriented toward an understanding of cultural differences as early as possible in their college experience. This approach also has the advantage that a student, if so persuaded by his experience with culture, could decide during his Freshman year to either begin or continue language studies when there was still sufficient time to include them in his program without unnecessarily extending his coursework beyond normal limits. Another advantage of this approach is that a more thorough discussion of the material is possible, as well as class participation, when there is no concern for limitations of vocabulary and syntax. At the same time, it would be possible to expand the program to include more specialized courses at higher levels, such as economics or marketing practices of a specific area dealing with the target language. Naturally, a course offered at the Freshman level with

elaborate content has to be taught in English. There is a dearth of materials available on the market that will satisfy all these requirements. As a matter of fact, there is not even a text so organized written in Spanish.

The next question to be discussed was the content of the course. Here again, the decision was reached to part with tradition and emphasize the anthropological view of culture, in contrast with the traditional course in culture and civilization, which concentrates on the achievements of the culture viewed through its literature and art. Not that these aspects should be entirely neglected, but it was felt that they should be covered much less extensively than in the traditional texts. Emphasis should then be placed on such matters as social, political and economic institutions as well as customs and mores. During the Fall and Winter of 1981 I prepared an experimental text to meet the aforementioned requirements, which was then printed through a bookstore contract, so that the students could have a bound copy of the materials at printing cost.

The first offering of the French and Spanish Culture courses took place in the Spring of 1982. For the Spanish class, I made use of a number of films available on a rental basis from a variety of sources, feeling that a picture is worth a thousand words. One may be as resourceful as possible describing conditions within which an individual functions in a society, but this will still be a pale image compared to a film that shows such conditions with real people reacting to the many elements in that environment. In the case of Spanish, again, racial types

must be seen to understand the diversity of the ethnic element in Spanish-speaking countries. A great deal was learned during that trial period that was put to good use in further refinement of the materials.

While these courses were being offered for the first time, the committee addressed itself to the language meterials oriented toward business. Here again the decision had to be made as to what level the materials should be aimed at. After many considerations, it was decided that they should be introduced at the earliest possible slot in the language curriculum. The committee recognized that, although a certain amount of business could be introduced at the beginning level, there was too much in the way of basic vocabulary of a general nature that had to be dealt with in the beginning courses to make it profitable to concentrate our efforts on that level. Yet, for similar reasons to those which were influential in the case of the culture courses, it was decided that the vocabulary of business as well as other pertinent information should be presented as early as possible. In the case of our language curriculum at the University of Toledo, the earliest that this could be implemented is the fourth quarter, the first three quarters being the elementary level, where a complete beginning textbook is covered. Furthermore, the first three quarters constitute the language requirement, serving students from a variety of disciplines, and any orientation toward business would be inappropriate. The fourth quarter, however, is required of our majors, so it was decided that there should not be an imposition made on our majors

and that at that point another track should be created to accommodate the business course. After the fourth quarter our students enroll in conversation courses. The possibility exists of further offerings at that level for the student interested in business.

The fourth quarter of our language studies is still a fairly elementary level. Here students normally have an opportunity to review grammar and consolidate the skills acquired in the preceding three quarters. Consequently, the framework for business studies at this level is that of a grammar review. The student's command of the language does not permit the use of the materials already existing on the market, as they are aimed at higher levels of language expertise. Consequently, new materials had to be created to achieve the proper articulation with the preceding courses. I am at the present time in the process of developing a text aimed at the second year level of Spanish, consisting of a review grammar oriented toward business. The first offering of the French and Spanish business course took place in the Fall of this year. Here again we have gained invaluable experience for further refinement of materials and methodology.

The second stage of our project began while we were still testing the product of the first stage. At this point, discussions began to bring German and Russian into the active range. Aside from considerations of special needs and problems that are a part of the difference of circumstances in culture and language, already acnowledged and taken into consideration

between French and Spanish, the creation of the new courses in German and Russian was to follow the same general guidelines. The first offering of these courses will take place during the 1983-1984 academic year. There are both a language course oriented toward business and a culture course in each of the second stage languages.

We have been quite pleased with the results of this project thus far. So pleased, in fact, that funding was requested and secured to continue with its development. But the extent of the funding has been limited to the scope of the original plan. Our optimism in pursuing other possibilities for development has led to two new proposals, which have been submitted and are under review at the time that this paper is being written. One of the proposals requests funding to support travel to several Spanish-American countries to carry onsite research on business and culture with a team of researchers, of which I will be a member, representing several departments in the Colleges of Arts and Sciences and Business Administration, leading to the improvement of the already existing materials through the study of modern cultural trends and business terminology and practices, which vary from from one Spanish-speaking country to another. The innovative nature of our project seems to have been extremely attractive to a large number of institutions, among them a significant number of prestigious ones, which have submitted proposals to the Department of Education for very similar programs, in some cases even citing us by name. The other proposal requests funding to create a national resource center at

the University of Toledo for internationalization of the business curriculum at other institutions following the University of Toledo model.

A number of spin-offs have developed based on the success of our program. We have been approached by the Criminal Justice Training and Education Center in Toledo to offer a series of four two-hour workshops on Hispanic culture, which I will be teaching beginning this Monday, April 11. The materials to be used will be taken from those already developed for the culture course through our project. A Spanish version of the same materials will also be used this summer in a special program in conjunction with the College of Education. This program will also include culture courses in the other three languages involved in our project thus far.

As we reach the objectives of our present and future projects, we are looking forward to the offering of training programs for business executives and personnel in the areas of intensive language training sessions and cultural awareness. There has been a very positive response on the part of the Toledo business community to this idea. Besides the four languages already mentioned in the first two phases of our project, we are also looking forward to the addition of other language areas, such as Japanese and Arabic.

There are several significant points that we feel make our program rather unique. First and foremost, is the fact that this program has been created in full partnership with the College of Business Administration. We have sat together and reached a

consensus without compromising our own integrity or lost our basic identity. The courses created have not required any "retooling" on the part of our faculty or that of the Business College. Second, our program has been innovative in as much as the courses created have been aimed at a lower level than those of other institutions. And finally, our culture course has been oriented toward a knowledge and understanding of those features of the culture shared by all members of the society, those with the refinement of an education as well as those without this advantage, although not forgetting the historical and environmental conditions that shaped that culture or its pinnacles of achievement.

PREPARATION FOR INTERNSHIPS IN FOREIGN COUNTRIES: AN INTERNATIONAL PROGRAMS ADMINISTRATOR'S VIEW

by

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The noted educator George W. Bonham succinctly described the gulf that separates educators from each other when he noted "The world is divided into problems; the universities, however, are divided into departments."[1] The objectives of this paper are to suggest ways to overcome those gulfs in order to address the problems observed by Mr. Bonham and to outline as well some opportunities I see for collaboration between international programs administrators like myself and university faculty, particularly those who specialize in foreign languages for business. I believe that such collaboration can take a most productive form in making possible internships in foreign cultures for an increasing number of university students.

Serving, as I have since 1970, at an institution whose motto is "science with practice," it is not at all unreasonable to assume that international internships would figure into the university's international programs. Fortunately, such an institutional commitment has existed at ISU since 1969 and was reaffirmed in 1978 by the faculty through publication of the second edition of Iowa State University's Role in International Affairs.[2] One of the principal objectives of these publications anticipated by several years Mr. Bonham's challenge that "globalizing the undergraduate experience should be one of the first orders of education's business."[3]

The mechanism which has existed at Iowa State to offer undergraduates such an experience through an overseas internship was an independent study abroad program called the Student Project for Amity among Nations (S.P.A.N.). Brought to I.S.U. in the mid-1960s from the University of Minnesota, the SPAN concept involves a year's cultural and linguistic preparation for a summer abroad, followed by formal report writing and assistance with fund-raising to support subsequent SPAN groups.

Eager to see if I could improve upon the orientation I was given prior to my Peace Corps service in Ghana as an economics and French language instructor, I offered to advise a group of undergraduates bound for Ghana. The opportunity to return to Ghana also would allow me to undertake follow-up analysis among Iowa State alumni about the relevance of their Iowa experiences to their current duties.[4] As the only Twi speaker on the university staff at the time, the task of informal language instruction fell to me in addition to the role of cultural interpreter and field research counselor on types of studies that could realistically be carried out in West Africa by American undergraduates.

That unforgettable experience with 14 young students set in motion my own commitment to join forces with campus colleagues to improve on the model internship orientation program I implemented that year. Several key points became

immediately obvious. First, foreign students on campus from the country to be visited are invaluable resources and are nearly always genuinely pleased to be a part of the prospective intern's preparation. Secondly, the study abroad advisor has a wealth of information which saves the overseas internships advisor countless hours of logistical work. Furthermore, alumni in the host country can prove to be the single most critical resource in helping the interns achieve their objectives abroad. Above all, it is clear that language training for the special circumstances the interns face pays rich dividends to all concerned.

Following the experience as SPAN advisor, opportunities to become involved in internships 180 degrees in the other direction became available. This challenge focused on the incentives and constraints in helping foreign students in the United States take part in legal "practical training" in their field of study prior to returning home. The importance of such an experience to satisfactory professional readjustment was continually stressed by the I.S.U. alumni interviewed in Ghana in 1972.[5] Beyond the intricacies of satisfying U.S. Immigration and Naturalization Service rules about practical training, significant perception barriers became evident as this dimension of international internships was examined.

One such barrier was the perception that foreign students in U.S. universities were with rare exception not exposed to the "on-the-job" language of their profession in English as a Second Language (ESL) classes. As co-director of I.S.U.'s intensive English and orientation program for pre-degree seeking foreign students, I began collaborating with language teachers to integrate classroom instruction with the applied language vocabulary of the students' specialities through off-campus independent study projects, interview assignments, and small group activities.

The successes of these efforts led to interest from the students themselves in organizing off-campus field trips for foreign students in cooperation with faculty in a variety of departments to permit observation of the elements described in the classroom in a real-life setting. Financial support to test the validity of such off-campus internship exposures was provided by the National Association for Foreign Student Affairs (NAFSA) in 1973-74.[6]

The 25 participants in this year-long program were able to spend several days in "professional pairing" with a leader in the business or profession of the student's selection. These experiences were offered to permit a close look at the role of the decisionmaker as a professional as well as a member of his or her community. Implicit in these exposures was the hope that a longer term internship for the foreign

student might be entertained. As might have been predicted, the foreign student participants were highly enthusiastic about the prospects of being able to engender paid internship in their field as a result of the professional pairing.

On the other hand, program organizers were aware of a good deal of uncertainty among the professional hosts about having the foreign student as an intern. As a result, the organizers then began to consider several questions. What variables are incentives and disincentives to host employers of foreign student interns? What do the prospective interns feel are the most important elements of a successful internship? The views of a subsidiary but very important group on these unknowns were ultimately sought as well: the opinions of the faculty advisors who guide the foreign students' educational experience in this country.

The research project which culminated from these questions[7] centered on an audience that has recently attracted a good deal of attention on a national scale—the small scale export-oriented manufacturer. The chief international trade officer in 117 small Iowa manufacturers, selected foreign students at Iowa State University and these students' faculty advisors were mailed a carefully developed and tested questionnaire regarding key situational and personal variables, statements regarding attitudes toward involvement in a planned work

experience (PWE) for foreign students, and terms and conditions providing logistical and administrative limits to the PWE as defined in the survey instrument.

Broad agreement was found among the groups surveyed in statements suggesting that PWE involvement would give the student participant useful management experience, advantages in professional advancement upon return home, and would not unnecessarily delay the student's return home. Strengthened ties between academic departments and the business/professional community were expected to result from PWE involvement, and valuable cultural information transfers to the employer and staff were expected to occur. Of the Iowa industrialists surveyed, those who had taken part in trade missions abroad were found to be those most open to acknowledging the direct and indirect advantages of hosting a PWE intern.[8]

Of particular interest to ESL teachers is the fact that both faculty advisors and the industrial leaders were concerned about the foreign student intern's English ability. Language ability did not, however, rank among the three principal terms or conditions influencing the success of a model PWE program. As might be expected, students surveyed did not anticipate English language skills to be of concern to their success as a PWE intern.

These data have been used to increase the likelihood that I.S.U. foreign students will be placed as interns in increasing

numbers with Iowa export manufacturers. Recently, another dimension of internship programming has been added. Through institutional agreement with the German Academic Exchange Service (D.A.A.D.), permitting a "direct exchange" of I.S.U. undergraduates in technical fields with counterpart students in Germany for summer work experiences in each other's country. While I.S.U. does not currently offer German for business, members of the faculty in the foreign languages and literatures department have indicated willingness to offer a specially-tailored course to prepare the I.S.U. trainees for the language needs of an industrial training setting. University colleagues in study abroad advising and foreign student programming have shared materials and offered programs to the German-bound trainees on all aspects of preparation for the overseas sojourn, from helping with passport application to cross-cultural exercises and reading lists. In the entire enterprise of establishing the "direct exchange," the most significant role played by the international programs administrator (apart from helping identify prospective host employers for the German trainees) has been to offer a means for faculty and staff to collaborate in addressing student needs in integrating foreign language training with real-life experiences abroad in their academic disciplines.

In addition to these initiatives involving the German language, a catalytic role is being played by the international programs staff to involve foreign language faculty in a French language-focused internship program for students in hotel and restaurant management, a Spanish language-focused internship for medical anthropology graduate students, and a new SPAN program in southeast Asia where bahasa Malaysian would be required for the undergraduate interns.

The examples cited above are most importantly a reflection of the changing interests at Iowa State University toward linking language learning to "learning by doing." Whereas the number of students expressing interest in overseas work, study and travel opportunities in 1982/83 at Iowa State might have been expected to decline in harmony with the sluggish state economy, the director of our Americans Abroad Information Center has noted a 100% increase over the first two months of 1982 in the number of inquiries about work, study, and travel opportunities.[9] Among those seeking information, a high proportion have asked about internship and work opportunities abroad. This tendency is further confirmed by the following data describing the attitudes of entering I.S.U. freshmen towards an international work experience during their undergraduate studies.

TABLE 1

SUMMARY OF DATA ON ENTERING

FRESHMEN FOR FALL, 1982 - IOWA STATE UNIVERSITY[10]

Supplementary Question 50

If summer jobs in other countries were available to you through I.S.U., would you be willing to take two semesters of foreign language in order to take advantage of this opportunity?

	Yes	Maybe	No
N = 2098	%	%	%
	31.0	32.8	34.8

Even without comparative data to other institutions or other entering freshmen classes at I.S.U., the fact is that nearly two thirds of the respondents are open to language study as a tool to taking advantage of an internship abroad.

Once student needs and interests in overseas internships are known and the institutional climate is seen to be positive for initiatives to offer language and culture courses to address these needs, careful research and planning are essential to gauge the interest of the business sector

in offering internships and/or ultimately employing graduates with such international training and awareness. One of the earliest comprehensive studies of the industrial sector towards internships for foreign students was published in 1964 by the International Association for the Exchange of Students for Technical Experience (IAESTE). In this somewhat dated but still useful study, the responses of 505 internship employers from twenty countries were examined to analyze their motives for offering internships to foreign university student participants in the IAESTE program (Table 2). The opportunity to practice foreign languages by the host's employees through contact with the IAESTE trainees was cited only 8 times. On the other hand, about 30% of the firms surveyed said "Foreign students are often troublesome for their companies because they cannot speak the language sufficiently well, nor any of the main international languages, so that they are difficult to get along with."[13]

The importance of IAESTE and other agency internships abroad as a means of internationalizing the curriculum of business schools was reconfirmed in a 1977 report to the American Council on Education.[14] This report fell short of endorsing language for business courses, but it did call for a reversal of the trend in many universities at that time to eliminated degree requirements of foreign language study.[15]

TABLE 2

IAESTE EMPLOYER MOTIVES FOR TRAINING FOREIGN STUDENTS[12]

Motive	United States N = 8		World Total N = 505	
	No. of times cited	Percent of firms	No. of times cited	Percent of firms
1. Reciprocity	6	75	222	44
2. International Goodwill	6	75	158	31
3. Contribute to Student's Education	1	12.5	93	18
4. Development Aid	0	-	11	2
5. National Publicity	1	12.5	38	7.5
6. Commercial Aspects	2	25	78	15
7. Exchange of Ideas	1	12.5	23	4.5
8. Compare Standards of Education	2	25	13	2.5
9. Practice Foreign Languages	0	-	8	1.5
10. Labor Shortage/Working Efficiency of Students	0	-	19	4
11. Future Recruitment of Technical Personnel	1	12.5	4	1

More recently, the attitudes of the international business community toward foreign language and international studies were actively sought as a part of the development of the report by the President's Commission on Foreign Languages and International Studies.[16] One of the background papers for the Commission report pointed out that, while it had been asserted that there was a "direct utility of language and area studies skills for corporations operating overseas," and that training for these skills was available from the U.S. university community, the international business sector in this country had "not appreciably tapped these resources in practice." The study went on to state that the first critical need at a national level is to engender a national awareness of the benefits and necessity of exports; the second critical need is to find practical ways, such as increasing the foreign language competencies of business personnel to expedite such exports, of making this export awareness a reality.[17] The report also observed that

> There is a lack of mechanism for sustained, systematic communication between [the business community and the universities]. Academics, particularly in the social sciences, very often do not have good contacts in the business community.... There is simply no one place where

> America's international studies and America's international business interests come together in a long term, systematic way. In some instances, there is more than a lack of communication channels —there is what amounts to mutual mistrust.[18]

If this assessment is even partially correct, there are of course examples where faculty in the humanities and social sciences have successfully built bridges to the international business community, just as there are examples of university/industry efforts to better communicate.[19]

It is in this arena that the international programs administrator can play a key role in helping academic departments collaborate in assisting international business firms. In Iowa, there has recently been just such an opportunity to address a critical concern of a number of small manufacturing firms seeking to enter the export market. The firm's needs are simple: specific market information about where the Iowa firm's products can be sold. It appears that a number of small entrepreneurs are either unable to use or do not have adequate confidence in the computer-generated trade leads and the extensive official sources of export information generated by federal, state, and trade association groups. Because of this, the state industrial development board has asked the university for

assistance. To be sure, the kind of help requested by the potential exporter is unlikely to be available in the foreign language for business department or in any other academic discipline. It is, however, believed that valuable market information can be gathered from sources particularly available to the university community: the foreign student population on campus from the target country, the alumni in the target country, resident faculty with research teaching experience related to the target country, language faculty with competency to read and interpret the local press of the target country, etc. It is then clearly appropriate for the international programs administrator to serve in a catalytic role to convene those persons who have expertise and interest in these areas in order to generate a strategy to address the business community's expressed need.

Keeping in mind the long-term potential for internships, longitudinal research, publications, etc. related to this kind of applied international business problem-solving, the following kinds of activities could be initiated in the short run under faculty supervision.

1. Foreign students from the target country team up with U.S. students to do library research on the target country's business climate, business practices, etc.

2. Other U.S. and foreign student teams make plant tours to become acquainted with the firm's particular strengths for use in a market survey.
3. Foreign language faculty initiate or strengthen existing courses on the target country's language and culture related to the specific vocabulary of the firm and its product line.
4. Other academic specialists on the target country oversee contact with alumni in the target country to tap indiginous information networks to find persons interested in and capable of responsibly developing informed judgments about trade opportunities.
5. Study abroad advisors develop a manual on the logistics of moving personnel to the target country as well as providing important cross-cultural information essential to the success of business and interpersonal relations.

This incomplete list of interrelated functions tied to demonstrating institutional capacity to assist business to consider export potential can be rationalized on a number of levels, not the least of which is in terms of how it can pave the way for practical internships for students where language training for business purposes will doubtless be

essential. The additional attraction to the teacher/scholar of such an enterprise is the wealth of new sources of data this type of activity generates, thus inviting further research and ultimately providing more data for scholarly publications. There are, however, some aspects of this indirect approach to stimulating interest in courses with international content which may be difficult to overcome. First, there is no certainty that this approach will result in a successful trade link for the potential exporter, nor is there any certainty that internships will be generated. Moreover, it may be difficult to predict an on-going demand for, say, a Swahili for business course. This is where faculty and international programs administrators need to examine their own "entrepreneurial quotient" —their own willingness to take risks to address the "critical need" cited earlier to increase awareness of the need for export expansion. Simply adding more foreign languages for business courses will not answer this need; nevertheless, it is highly likely that more courses in foreign language for business training will result if this larger issue of export awareness is effectively addressed by the university community. It is clear that moral exhortations to faculty to cooperate in the interests of international business awareness are hardly enough to overcome the traditional barriers that disciplinary specialization causes. Fortunately, promise of some of the

traditional rewards the scholar strives for may follow: publication in new fields, the potential to develop a new course which will attract new students to the department, the emphasis (with monies to back it up) by the current administration to cooperate with the private sector, etc.

I find it deeply disturbing to note the results of a study of 200 U.S. colleges and universities which found a "97% rate of complete noninvolvement in any international experience by the student body."[20] Even if this figure greatly misrepresents the degree of international involvement of undergraduates at my institution, I am fortunate that the importance of intercultural learning is supported on and off-campus by both the vice-presidents for academic affairs and student affairs at ISU. The thrust of their approach to expand the international involvement of all students is predicated on the spirit of commonality of purpose of all members of the university the reduction of artificial barriers between and among academic departments and administrative units,[21] thus refuting Bonham's observation at the opening of this paper. Above all, the university believes in expanding the involvement of foreign students and overseas alumni in internationalizing the curriculum. It is in effectively using these same approaches to teaching and learning that the expanded international awareness of all Americans, the expanded awareness

of the importance of exports, and ultimately the increased study of foreign languages for business will occur.

NOTES

[1] George W. Bonham, "Education and the World View," in Education and the World View, Council on Learning (New Rochelle, N.Y.: Change Magazine Press, 1980), p. 9.

[2] Iowa State University's Role in International Affairs 2nd ed. By the Council on International Programs. Ames, Iowa: Iowa State University, 1978.

[3] Bonham, p. 13.

[4] H. Martin Limbird, "Iowa State University in Ghana: A Summary of Current Involvements of Iowa State University Alumni in Ghana." TS. 10 p. Office of International Educational Services, Iowa State University, Ames, Iowa, 1973.

[5] Ibid., pp. 8-10.

[6] National Association for Foreign Student Affairs: Extended Civic Participation Program - Final Report. Washington, D.C.: NAFSA, 1974.

[7] H. Martin Limbird, "Attitudes Toward Planned Work Experience for Foreign Students." Diss. Iowa State University, 1981.

[8] Ibid, pp. 118-119.

[9] Interoffice Memorandum from Dorothy B. Foley, Americans Abroad Information Center, Iowa State University, March 1, 1983.

[10] Cooperative Institutional Research Program, Summary of Data on Entering Freshmen for Fall - 1982 - Iowa State University. (n.p.: American Council on Education and the University of California, Los Angeles, 1982). p. 16.

[11] Training in Industry Abroad for Students of Science and Technology. Bad Godesberg, West Germany: International Association for the Exchange of Students for Technical Experience, 1964.

[12] Ibid, appendix Table 5.

[13] Ibid, p. 43.

[14] Business and International Education. By the Task Force on Business and International Education. Washington, D.C.: American Council on Education, 1977.

[15] Ibid, p. 51.

[16] Strength Through Wisdom: A Critique of U.S. Capability, President's Commission on Foreign Language and International Studies. Washington, D.C.: n.p., November 1979.

[17] President's Commission on Foreign Language and International Studies. International Business, Foreign Languages and International Studies: Analysis of Relationships and Recommendations, by Samuel L. Hayden and Leslie W. Koepplin, May 24, 1979, TS, p. 2.

[18] Ibid, p. 11-12.

[19] Midamerica State Universities Association - International Programs Council, Eugene L. Clubine Seminar on Universities and Industry: Symbiosis in International Activities, Ed. Martin Limbird and Betsy Logan, (Ames, Iowa: MASUA/IPC Secretariat, 1979).

[20] James Harf, "Undergraduate International Studies: The State of the Art and Prescriptions for the Future" in Commission on Foreign Language and International Studies: Background Papers and Studies (n.p., n.p., n.d.), pp. 90-103, as quoted in David J. Dell, "Readings for a Global Curriculum" in Education and the World View. New Rochelle, N.Y.: Change Magazine Press, 1980, p. 81.

[21] George C. Christensen and Thomas B. Thielen. "Cross-cultural Activities: Maximizing the Benefits of Educational Interchange" in Educating Students from Other Nations: American Colleges and Universities in International Educational Interchange. San Francisco: Jossey-Bass, 1983 (in press).

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INTERNSHIP ABROAD BY A STATE SCHOOL OF MODEST MEANS

by

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Internship Abroad by a State School of Modest Means

Victor S. Drescher
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Indiana University of Pennsylvania

As our title speaks of internship abroad at a state school of modest means, I would like to first identify the state school in question. Indiana University of Pennsylvania, which we refer to as IUP, began just over one hundred years ago as a normal school located in the small western Pennsylvania community of Indiana, Pa.; hence the somewhat confusing title "Indiana University of Pa." For the majority of its existence, IUP was known as Indiana State College, one of the 14 state colleges in the Commonwealth. In 1965 IUP was designated the university of the system. This year IUP has about 12,500 students and around 650 faculty members.

The concept of internship in higher education enjoys abroad and general acceptance on our campus. In fact, IUP has the largest internship program in the state. Penn State is second to us in this regard, and IUP operates more internships per year than the other 13 state colleges combined. This was a great help for us in foreign languages, since we didn't have to expend any energy selling the idea of work experience for college credit to our administration; that job had already been done by people before us.

In this paper my colleague Foster Jones, and I, will explain how internship in foreign languages began and how it continues to function at IUP. It is our belief that if we were able to organize this program at a state school funded by a state government perenially operating in the red, and where absolutely everything must be self supporting, then anyone should be able to set up an internship abroad program. In the first part of the paper I will address the problem of prospecting for internship sites. It is

my hope that by showing how I went about arranging these internships, others may be able to avoid some of the problems we encountered along the way. In the second part of the paper, Foster Jones will explain how this internship fits into the student's academic program and how it has become part of a new degree program at IUP.

Our first internships took place in 1977; in Spain in the spring, and in France and in Mexico in the summer of 1977. Our experience has led us to believe that in establishing quality internships neither a "bureaucratic," an "agency to agency" approach on the one hand, nor a "door to door salesman" approach on the other, works very well. We found that the most successful strategy for locating good internships lies somewhere in between and requires time, patience, and a personal contact, a physical presence.

We have tried the seemingly logical method of writing to companies who also operate in Europe, multinationals like IBM, Dupont, and so on. The responses we have received, however, indicate that either these companies are too big to be concerned with such trivial affairs, or that there is not sufficient liaison across the Atlantic to enable them to coordinate such a program.

Another agency to agency type of arrangement which we felt might be productive was to associate ourselves with schools in Europe whose students do internships as a regular part of their curriculum. Since we were planning to begin an academic program in France at this time anyway, we entered into discussions with an IUT in Nancy, France. An IUT is an Institut Universitaire de Technologie. The IUTs are a recent creation of the French school system and are, more or less, technical schools with university status. It did not take us long to discover, however, that our students were simply not

qualified to fit into the spots normally held by the French students on internship. Unfortunately, and it was more of a problem six or seven years ago than it is now, American students who have spent a large part of their time in college learning a foreign language, do not have the expertise necessary to enable them to step into a company and do anything very specific by the time they are juniors or seniors. It seems that, given the current state of most foreign language programs in terms of content and requirements for a major in a specific language in our country, entering into exchange agreements with technical schools like the IUT, so that the American students will be placed in internships along with their European classmates, is not a very satisfactory solution to the problem of finding internships. With only rare exceptions, our students are not prepared to step into their internships.

Our next move was to be the "super-salesman approach," according to which I was to be assigned to work on location in Europe to identify internship sites for our students. I should explain here that during the period of time when all of these discussions were taking place, roughly late '75 through '77, our internship abroad project was getting a lot of moral support from a dynamic young president, Robert Wilburn, who is now Secretary of Education in Pa. This meant a great deal. While there wasn't much the administration could do for us in terms of financial support, given the ever present budget constraints, they were at least willing to bend a few rules when necessary in order to let us try whatever we wanted, so long as it did not cost anything. In this particular instance, this meant that they could not hire a replacement for me while I went off to search for internship sites in Europe, but they could agree to let me go if my colleagues could be

persuaded to cover my class load in my absence. Not everyone in the department was enthusiastic, but we were able to bring the majority along and get the votes we needed to get it through at the departmental level. I also believe that the fact that I teach both French and Spanish helped, since my load was then shared by two different faculty groups.

So, in the spring of 1977 I found myself in Europe, salaried by IUP, but at no extra cost to them; I would have been salaried anyway, had I stayed on in my classroom. Furthermore, by assuming administrative duties for the academic program in Spain, I was able to accompany that group over in January and my travel costs were picked up by that program. I paid my own costs on the return trip.

According to our plans, I was to come back at the end of the semester with a dossier of agreements signed by companies willing to take our interns on a regular basis. That seemed reasonable to us at that time, but it turned out to be completely unreasonable. A company in Europe does not have that much to gain by taking on an American student as intern, and has even less to gain by agreeing to take them on a regular basis. Particularly in the case of a short internship of six weeks or so, the amount of usable work that a student produces for the company rarely equals the amount of inconvenience and internal displacement that the student causes. As a result, the first month or so the results of the salesman approach were pretty depressing. Working from a list of companies provided to me by the Chamber of Commerce in Nancy, where I was located for the purpose of establishing the academic program, I was going about it in a very business like fashion, as I would here in the USA. And I think that may have been part of the problem. I would phone an office explaining my business to the

secretary and requesting an appointment. I would show up "bright-eyed and bushy-tailed," a few minutes early, à l'américaine, and he would come in an hour and a half later. I, of course, could do nothing at all but laugh it off and explain that I really did not have anything else to do in the world but sit around his office. And I would come away with a vague promise to let me know, or a long explanation about why at that particular time the company was not in a position to take on an intern; objections on the part of the labor union, shortage of office space, and so on. I would get an occasional reaction like: "Well, I always say it never hurts to have an American girl around the office." And I could sense right away that this was probably not to be what you called a high quality internship. It was pretty frustrating frankly.

I should mention that I was working out of an office in the above-mentioned IUT. In exchange for the office space, I was helping out occasionally in their courses in English. This was also a good way to get to know some people around the department and in the school in general. One day I was speaking to a professor from the computer science department. Once I had explained the nature of my work and our plans for the internship program, he said that he had a friend who was director of the IBM office across town. He suggested that I contact him and that I use his name as a reference. That was a start. Someone from another department knew a former colleague who was at UNESCO; and that is how it finally got started. I had learned that it was much easier to get into the director's office by mail than by charming the secretary. A letter is not threatening. It can be studied from all possible points of view and discussed with other people in the office. Yet, unlike a letter from some anonymous person on the other side

of the Atlantic, a letter from nearby, from a friend to a friend, is not likely to be pitched in the wastebasket. In the letter I would explain who I was, and exactly what I was proposing. I quickly learned that it was essential to be able to state in the letter that the student had his or her own health insurance policy and was fully covered in case of any work-related incident. I found that employers were loathe to include the intern in their state-run health insurance plans, because of the cost, and yet were scared to death of being sued in case of an accident. At the present time Americans, unfortunately, have a terrible reputation in Europe for being ready to sue everyone for everything at the drop of a hat. In the letter I would offer to meet and discuss the program at the employer's convenience, and would often follow up with a phone call after a week or so. Finally, I would visit the office if the person in charge wanted to pursue it. This was the approach that worked, but it took time.

By the end of the semester, the IUT had offered me a position as Assistant in the English department for the following academic year. Once again, the department back home agreed to cover my student load, so the administration reasoned that it was not going to cost them anything. They still did not hire anyone to replace me, but I was able to stay on and continue to develop my leads. By the summer of 1978 we had students doing internships with IBM, at UNESCO in Paris, at both Orly and Charles de Gaulle airports with Air France, at the international news agency, Agence France Presse, at hotels, summer camps, and so on.

All of our internships abroad have been set up more or less in the manner I have described. This includes our placements in Spain, Germany and Mexico. A personal link with the firm or agency seems essential, even

if it is just a matter of meeting someone who knows someone else; a personal contact makes the internship possible. In Spain, Dr. Mendizabal, director of our Valladolid program for many years, and the person who was generous enough to allow me to take his place that year, made our first contacts there by speaking with people he had come to know through his years of work on that program. I followed up on them when I arrived with the group in January of '77. Our placements in Mexico were made the same way while I was director of our Mexico summer program with the Universidad Veracruzana in Xalapa, Veracruz. Information on all of these programs can be obtained by writing: Director of Abroad Programs, Foreign Language Department, John Sutton Hall, IUP, Indiana, PA. 15705.

In conclusion, we do not believe that a high quality internship program can be established by transatlantic correspondence alone. A program can be maintained that way, but it cannot be started that way. Nor do we believe it possible to sell the internship for American students idea on a door to door sales model as described above. Furthermore, plugging American students directly into internship programs run by schools or institutes in Europe, and designed for their students, presents real problems for our students in terms of adequate preparation for the job. We believe that good internships abroad require, at least initially, a physical presence on the part of the home institution. Getting an internship abroad program started requires that someone be on location for a period of time, in order to make the necessary acquaintances and to provide the all-important personal contact. This is best accomplished in conjunction with an academic study abroad program. Abroad program related work gives the faculty member a raison d'être in the community, provides ample opportunity to meet

the right people, and also helps spread around the financial burden of getting started. We found this to be the formula that worked for our institution, which truly is a "state school of modest means," and thus far we have been very satisfied with the results.

We have prepared several slides to illustrate what we mean by keeping costs modest and making optimum use of a resource person's presence abroad:

3 slides: Students' accommodations in Paris
Text: To make the foreign study and internship experience as inexpensive as possible, my colleague Drescher took advantage of his presence in Paris, as he was arranging that summer's internships, to procure reservations in inexpensive student housing available in Paris. Such housing makes the six-to-eight week stay more acceptable to our students at the end of their school year abroad.

3 slides: Offices and location of CITIBANK in Paris
Text: In our circumstances, one dictum has been "Never overlook prospects wherever they may be found." This Citibank internship owes its existence to the impoverishment of our colleague, Ms. Anita Henry, more than a few years ago when, desperate, she walked off the streets of Paris looking for work precisely at the moment when the only bilingual receptionist in the office was going on leave. Anita got the job, and here we see her with her boss of that time conferring on an internship planned for one of our students next summer.

4 slides: Air France, The Council of Europe, UNESCO
Text: Although we here probably need no convincing of the value of an internship, we should remember some of the very specific values of the experience. On-the-job training is much more than the simple absorption of knowledge, as value as that might be. Beyond using his/her intelligence, the intern develops other capacities whose existence may never have been suspected. Consider the pressure of learning to use the Air France computer terminal as efficiently and precisely as her French colleagues. What resources were called upon when she lost the last seat on a flight to a slightly more dextrous French colleague and had to explain the consequences to the French traveller standing before her? Consider the good done both parties

> when the Human Rights Directory at the Council of Europe engaged a Central American student who had worked on that issue with the Organization of American States in Washington and offered him the opportunity to draft an article relating his former experience to the activities of the Council and which was included in the Council house newsletter. Consider the feelings of accomplishment, however minor, on the part of this student, who through collating the information she needed to seek out simply to survive on the job, effected a revision of the UNESCO office phone guide -- which somehow had never been accomplished before she arrived.

Now, with these few images in mind, let me continue this combination of narrative and precept, chance and rule. In the second part of our presentation I would like to enumerate several more ingredients of our program and show how they were given specific curricular and administrative form.

As we have seen, the physical presence of a representative is invaluable in setting up this type of program. We have heard of the institutional support offered by the French first to Drescher and then to me, his successor at the IUT. But such support cannot subsist, especially in the eyes of the French, without some formal contract. The enabling contract under which we operate was first drafted by Drescher and the French professor who has been from the beginning our major contact at Nancy. The form of the contract is very simple and affirms a principle of "global reciprocity" in the exchanges between the University of Nancy and IUP. We must supply services to one another, but beyond that there is little detail. And we can only believe that this vagueness is in the interest of making the document acceptable to all concerned. (Since the contract is very similar to that signed by Nancy and another American institution, we assume its vagueness is not unique in Franco-American academic relations.)

In short, we can send an unspecified number of students to France, and they to Indiana, Pennsylvania. Beyond this reciprocity, it is simply in each institution's interest to accommodate the other's desires. Nancy is essentially interested in sending 2nd cycle language students to the United States and candidates in this category are necessarily somewhat limited. We, on the other hand, want to send a slightly larger number of undergraduates to France in order to support financially various aspects of our overall program. Yet the imbalance in numbers seems of little concern to either side and functions only as a general constraint on the number of American students we may recruit.

The enabling convention confers on our students the status of "regularly enrolled students," permitting them the minimum rate for housing and food. Since both these items are subsidized by the French government and since housing, especially, in Indiana is expensive, the student could participate in the program as originally conceived for less than it would cost to spend two semesters in Western Pennsylvania!

This ideal situation could not last for long. Several things changed. The French Ministry of Universities became more stringent in who would be accepted as regularly enrolled students. Hence, our students ran the risk of seeing their costs rise considerably. At home, the resignation of our university president was accompanied by a change of policy on the part of the provost. Although Victor and I had both been allowed to contribute our services in organizing and administering the Nancy program (you will recall we both took one semester leave-without-pay), it now became unacceptable policy to work without compensation. (Why not even the faculty union had objected!) Furthermore, IUP's new president faced with a

continuing large deficit affirmed the policy that no student should come to IUP without paying normal tuition. The consequences were as follows: We were faced with greater complications in getting our students the preferred status they required financially; we had no possibility of sending a director to help with the predictable bureaucratic complications; and we would have to defray much greater costs in bringing French students to IUP, in order to abide by our contract's principle of reciprocity. These three problems were resolved in the following way.

First, the Ministry of Universities memorandum was followed by a totally independent memorandum from the Ministry of the Interior. Although the former made the regularly enrolled status more difficult to obtain, the latter made student visas much more easily obtainable for institutions sharing a formal exchange agreement. Consequently, our side of administering the program done by correspondence was made immeasurably easier. Their side could still be carried out in person by our French contact in Nancy. In this regard, the presence of an American director became less imperative. With initial contacts made, addresses securely in note-books, and key administrative personnel at Nancy in mind, we could continue to build by correspondence on what physical presence had made possible.

Finally, at home the new president coupled his requirement that tuition be paid for the French exchange students with permission to run our program through an independent foundation, associated with IUP but distinct from the general fund. A precedent had been established for this practice in the more affluent days of IUP's expansion. There had been established twenty years previously a program in Valladolid, Spain, which was administered through this account. Yet even if the program fee our

students paid could be held separately from the general university budget, there was developing a new tension between what we saw as our mission to keep costs to a minimum and our obligations to Nancy. There was no magic in the solution. Simple arithmetic, hopeful projections, and a guess as to how our French colleagues would define "reciprocity" of numbers, gave us a new figure as to what the program would cost each American participant. Needless to say, it was a good deal higher and frustrating to our efforts at easy affordability. On the positive side, though, the new costing procedure allowed us to figure in -- with complete fiscal autonomy -- realistic costs for the program, especially faculty travel costs entailed in internship visitation and evaluation. Originally we quoted a cost of roughly $3,000 for two semesters of study alone. Now, we quote approximately $4,500 for two semesters of study and six weeks of internship, no frills, but all expenses included. Relatively speaking, we feel that this is a program of modest costs for students of modest means.

To relate the problem of credit hours to the theme of financial constraints I must reduce a complex phenomenon to a sole factor which is a continuing preoccupation of both administration and faculty, the latter especially as represented by its union. Stated perhaps too crudely, credit is what the faculty produces and what the university sells. This makes the transfer of credits earned at a foreign university by IUP students a potentially sensitive issue.

First, let us put internship credits out of the question. Tuition is paid directly to IUP for these credits, and all aspects of administering, visiting, and evaluating are handled by IUP faculty. Other credit earned in France, however, is problematical in that there is an administrative officer

whose job it is to evaluate transfer credits of in-coming applicants. The ambiguous status of credits earned outside IUP by students enrolled at IUP is such, however, that the Foreign Language department has retained the function of effecting transfers within the program. Upon receiving evaluation from the foreign faculty regarding our students' work, we recommend credit transfer to the dean who has already provisionally agreed to a number of courses recommended by the student's advisor prior to the student's year abroad. This system allows everyone to know what to expect as a reasonable number of credits and still keeps the student hard at his/she studies since credit transfer happens only after he/she has presented satisfactory grades or evaluation statements from the foreign French faculty.

Since our own language faculty and the dean cooperate in this function, there is a natural tendency not to abuse the confidence of the dean or other colleagues and to keep the number of credits to a minimum. Most of the foreign credits, in fact, are accepted as foreign language major or minor electives. Some are counted toward a non-foreign language major. A few are applied to the university's general education requirements. This last application has been made more acceptable to everyone concerned since a policy of faculty attrition over the years has made general education classes quite large. There is a balance to be struck, therefore, between the number of credits students will accept as "worthwhile" and the number that faculty will regard as excessive to be earned outside the home institution.

Everything described so far may be subsumed under a traditional BA curriculum in language. Yet there is something inherent in the internship which begs for another curricular mould. Although many FL generalists are

involved, the experience is of special interest to the political science student who may go to the Council of Europe or UNESCO, to the food and nutrition major who may be employed in a French 4-star hotel, or to the journalism student placed with the Nancy newspaper Est républicain or the French press service Agence France Presse. As the last part of this presentation, let me show you how a colleague, Anita Henry, came to integrate these non-traditional experiences -- especially in business -- with the traditional French curriculum.

For a decade foreign language students have been taking business courses as electives. Advising in this regard has been done by both FL and business faculty. Just recently though, in 1980, the business faculty, perhaps prompted by discussions of a new core curriculum being developed in their college, approached the language department with the idea that elective courses in business could be combined more rationally than had been the case in the past. Discussions with the business faculty individually and then with the business departments' curriculum committees yielded the idea of a track combining a foreign language major on the undergraduate level, and a Master's of Business Administration after a further year's study. In short, the business electives formerly selected by FL majors would become a core leaving few deficiencies when the student began the MBA program in the fifth year. We may divide a quick consideration of the curriculum into three parts:

1) FL study: The student must enter with more than an elementary knowledge of the language. He/she takes an accelerated course in preparation for an intermediate course in composition and conversation in the second semester. Soon thereafter, commercial French, numbered on the

sophomore level, is added and the student begins the usual FL major curriculum. There is a consensus among us that traditional cultural studies, including literature, remain essential -- for reasons already discussed at this conference -- for the student interested in international business affairs.

2. Business courses: There is a real element of self-selectiveness in the first stages of the business curriculum. A student, already interested in language study in the freshman year, must also be ready for calculus in the freshman year. Two required courses in economics are a feature of the sophomore year. A full complement of accounting, finance, management, communication, law, marketing and statistics fills out what has recently been redefined as the basic business core.

3. General education courses: Here we return to the sensitive issue of credits. The only resistence this curricular model met with our faculty was before the group that functions as the curriculum committee for the College of Social Sciences and Humanities. Colleagues insisted that social science general electives be taken at IUP. We therefore looked to colleagues traditionally more sympathetic to our endeavors (e.g. English, Foreign Affairs, etc.) to accept transfer of credits in their areas. Further transfers necessitated by the heavy course load in foreign language and business came from other colleges of the university and went unchallenged as the plan was eventually ratified by the university senate.

In conclusion, let me reflect on the value of this sort of presentation. For those of you who have already established programs such as we have described, there may be a certain interest in hearing of similar experiences. For those of you who are contemplating the establishment of

such programs, there may be a message of encouragement in what we have said. What we have only alluded to, however, is the comic play of false step and serendipity basic to such ventures, and we must be very circumspect in presenting conclusions as axioms. But in general the following notions are probably valid:

-- first, seek any means available to get someone resourceful and diplomatic to your proposed overseas site
-- try to make sure that the site has sufficient resources to permit expansion into areas you will only discover after beginning the program
-- try to ascertain what your institution can offer as reciprocation for agreements proposed by foreign institutions
-- abandon any notion that study and work experience abroad is only for rich kids
-- nurture the knowledge that in training students in foreign language, a foreign experience is a must, better later than never to be sure, but, within limits, better sooner and later.

Finally, from their experience and yours, curricular models can be fashioned after the fact to accommodate the contents of what we all know to be one of the most all-encompassing, mind-expanding, educational experiences a person can have.

THE INTERNATIONAL COOPERATIVE EDUCATION EXCHANGE PROGRAM OF EASTERN MICHIGAN UNIVERSITY

by

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The International Cooperative Education Exchange Program

of

Eastern Michigan University

1. PURPOSE AND RESULTS OF THE PROGRAM

Eastern Michigan University has established an international cooperative education exchange program which in many respects can not be matched by any other university in the U.S. at the present time. Instituted in the summer of 1979, the program is part of a new interdisciplinary undergraduate and graduate curriculum combining foreign language (German, French and Spanish) and business studies called Language and International Trade. This curriculum has been designed to train students for careers in international business and is very practice-oriented: students must complete a business administrative cooperative education position in order to receive their degrees.

Through our international exchange program we are able to provide qualified students with an ideal kind of professional training for international business. At the present time we send students to full-time salaried co-op placements in business firms in West Germany, France and Spain where they also receive instruction in advanced business studies at the sponsoring business school. Eastern Michigan University (EMU) sponsors exchange students from these business schools by aranging their placement in U.S. business firms and by providing similar academic instruction. For students who are qualified

in more than one foreign language we can arrange co-op placements in more than one foreign country.

To judge from the results of our exchange program over the last two years, the intensive total immersion experience which it provides has succeeded in greatly enhancing our students' competencies in and knowledge of the foreign language, culture and professional environment. This has in turn enabled many of our graduates to find business positions with international firms in the U.S. and abroad.

2. PARTICIPATING SCHOOLS AND FIRMS

So far we have exchanged approximately 80 students with the Fachhochschule Nürtingen, the Fachhochschule Karlsruhe and the Carl Duisberg Society in Germany; with the Ecole Supérieure de Commerce de Paris, the Centre d'Enseignement et de Recherche Appliqués au Management (near Nice) and the Ecole Supérieure de Commerce de Rouen in France; and with the Complutense University in Madrid. Other schools in Germany, France and Spain have indicated interest in participating also.

In the three years since its inception, the exchange program has helped attract considerable numbers of students (approximately 100 graduate and 200 undergraduate majors) to the business language curricula of the Foreign Language Department at EMU. But because student enrollments can vary significantly and unexpectedly from year to year, and because student participation in the exchange must

nevertheless be kept relatively stable, we have established a consortial linking arrangement with language departments at other U.S. universities. The German departments of the Massachusetts Institute of Technology and Rutgers University were the first to join our program. In the meantime we have included other language departments at Tufts University, New York University, the State University of New York at Stony Brook, the Nazareth College of Rochester, Purdue University, California State University at Fullerton and the Universities of Florida, Rhode Island and West Virginia.

Our U.S. and European exchange students have had co-op positions with Mercedes Benz and Hewlett Packard in Germany, with General Motors and Renault in France, with the Foreign Trade Bank of Madrid and the Unesa Electric Corporation in Spain, and with Ford, Gould, Bechtel and General Motors in the U.S. Other placements have been established with banks, public accounting firms, wholesale and retail firms, financial consultants, high technology and technology transfer firms and an electric utility company. While employed in these firms our students have worked in the areas of accounting, finance, data processing, internal and external auditing, marketing, import-export, personnel, production planning and analysis, administrative services, business planning and sales.

3. DESCRIPTION OF CO-OP POSITIONS AND ACADEMIC INSTRUCTION

The professional training positions are full-time work assignments in

operational areas in business firms corresponding as closely as possible to the students' academic and professional background. While production, clerical or secretarial activities may to some extent be involved in the students' assignment, these elements are not allowed to predominate; the co-op positions are basically in business administration, industrial engineering or technology. The positions are salaried at levels sufficient to meet the normal living expenses of a single student throughout the student's employment. The academic instruction provided to our students by the foreign business school is in business or economics curricula or related curricular areas, and is of secondary importance in relation to the full-time co-op position. In some of the foreign business schools the academic instruction is given on a part-time or independent study basis (from two to four hours a week) while the student is employed; in others, periods of work alternate with periods of study.

The minimal length of exchange assignment is 16 weeks. Beyond this limit, exchange assignments can vary in duration up to twelve months.

4. QUALIFICATIONS OF STUDENT NOMINEES

A. Language Proficiency

While we do not require our students to have near-native fluency in their respective foreign language, they must have sufficient syntactical and lexical command of the language and must have received adequate instruction specifically in the business or

technical language to perform competently in their professional training positions. In general terms, the students' language proficiency should at least be equivalent to the minimum professional proficiency ratings in speaking and reading as defined by the U.S. Foreign Service Institute:

Speaking: The students is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. He can discuss particular interests and special fields of competence with reasonable ease; his comprehension is quite complete for a normal rate of speech; his vocabulary is broad enough that he rarely has to grope for a word; his accent may be obviously foreign; his control of grammar is good; his errors never interfere with understanding and rarely disturb the native speaker.

Reading: The student is able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field. He can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding moderately frequent use of a dictionary is required. He has occasional difficulty with unusually complex structures and low-frequency idioms.

B. Academic Preparation in Business and Economics

As a general rule, students must have completed at least six courses (18 semester hours) in one or more business operational areas (accounting, finance, management, marketing, data processing, production engineering, manufacturing technology etc.) and at least basic instruction in macro- and microeconomics.

C. Professional Experience

In order to qualify for an exchange assignment, the student must have had some form of significant previous work experience in an actual business setting (in one or more firms), usually of at least six months' duration.

D. Personal Qualifications

The student nominee must demonstrate a level of personal responsibility and maturity adequate to justify complete confidence in his ability to fulfill his obligations to the foreign business school and the foreign business firm, and to cope with living in a foreign culture.

E. Residence Requirement

The student must have successfully completed at least one year of academic study at the parent institution before being nominated for an exchange assignment.

5. NOMINATION DOCUMENTS AND PROCEDURES FOR STUDENT NOMINEES

For each student nominee, the following must be provided: a standardized letter of application (in English and the foreign language); a standardized personal data sheet (in English and the foreign language); an evaluation of the student's language proficiency by the parent institution; a complete transcript of the student's post-secondary studies; two recent passport-sized photographs of the student; a statement of financial support by the student's parent, spouse or other responsible person (only for a German exchange assignment); a notarized certification of the student's health insurance coverage by a U.S. carrier, unless the student wishes to have health insurance through a foreign carrier (only for a German exchange assignment); and an official letter of nomination by the parent institution. For student nominees from departments in the consortium, these documents must be forwarded to EMU for coordination. Vis-a-vis the departments in the consortium, EMU will not evaluate their student candidates a second time; EMU will determine the number of students which the department may nominate at any given time, will coordinate the scheduling of and select the appropriate business school or business firm for the student's exchange placement.

At least six months' lead-time will be necessary for arranging placements.

6. REGISTRATION, EVALUATION AND CERTIFICATION OF STUDENT PARTICIPANTS

Throughout the student's exchange assignment, he will be officially designated as an exchange student of EMU. On finishing his assignment, he will be evaluated by the foreign business firm and the foreign business school; on the basis of these evaluations, EMU will judge the student's assignment as successfully or unsuccessfully completed, and will record its evaluation in transcript form. For students from departments in the exchange consortium, EMU will forward a copy of the transcript to the student or to the student's parent institution. To the student who successfully completes his exchange assignment, EMU will provide by this transcript full transfer credit. For each four-to six-month assignment completed, this transfer credit will consist of three semester hours of cooperative education credit for work in the business firm and, where appropriate, three semester hours of academic credit (e.g., in international business, international economics, comparative economic systems, industrial planning etc.) for study at the foreign business school.

7. PROGRAM FEE

A program fee, payable to EMU, is charged to all exchange students to defray the costs of arranging the placement of U.S. students abroad and the reciprocal placement of all foreign exchange students by EMU in Michigan. For an exchange placement in 1982-83, this

fee is $500 for in-state students, $750 for out-of-state students.

For further information please contact:

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October 12, 1982

THE BUSINESS-LANGUAGE PROGRAM AT THE UNIVERSITY OF RHODE ISLAND AND ITS ROLE IN THE INTERNATIONAL COOPERATIVE EDUCATION EXCHANGE PROGRAM

by

Dr. John M. Grandin

Associate Professor of German
Department of Languages
University of Rhode Island
Kingston, Rhode Island 02881

The Business-Language Program at the University of Rhode Island and Its Role in the International Cooperative Education Exchange Program

John M. Grandin

At a recent conference of governors from the northeastern states it was announced that the area's economic future would depend upon our ability to succeed in foreign markets. One might expect that only a foreign language professional could jump to the logical conclusions that successful marketing abroad will be contingent upon our knowledge and understanding of our trading partners' languages and customs. Sharpness of competition and unexpected setbacks in the world markets, however, have forced business persons and politicians as well as academicians to review our approaches to international business and our related educational curricula. The model before our eyes, of course, is the Japanese industry, which has not only undermined our strong sales areas abroad, but our own home markets as well. The Japanese success has been attributed to a high technology, to good labor-management relations, to company loyalty, hard work and dedication. Another major ingredient for this economic miracle, however, has been diligence in the study of foreign languages and cultures. It is now painfully obvious that the Japanese know our own language and culture well enough to outpace our own market researchers.

The President's Commission on Foreign Language and International Studies has been the most authoritative body to call for improvement in international education. It has decried "Americans' incompetence in foreign language" as "nothing short of scandalous" and a serious barrier to our economic success.

> "We must be able to provide our international business concerns with people who possess the linguistic and cultural skills that enable them to operate effectively abroad. Failure to do so will mean that we will not be able to meet the growing challenge of foreign competition and the need to penetrate foreign markets to sell our own goods and services"

In answer to this crisis the Commission has recommended that American colleges and universities rethink their curricula and require all undergraduates, especially those in professional programs, to take more courses in languages and international studies. Likewise higher education and business should work more closely together to develop internship programs abroad to enhance the international preparation of American students.

The members of the Department of Foreign Languages at the University of Rhode Island have accepted and welcomed this challenge which is evident not only in the Report of the President's Commission, and in Representative Paul Simon's book, The Tongue-Tied American but also in the current trends of growth in international business outlined in the daily newpapers. We see this situation as both a challenge from outside, and also a unique

opportunity for our field to have an impact in American education as it never before has had . It has been difficult in the past for us to advise the student interested in foreign languages or to respond effectively to the cynical remark that Americans do not need to learn other languages. It has long been argued that language learning expands the mind, provides new frameworks for viewing the world, helps us to understand our own language, and so on. As true as all of these statements are, the American society, in the long run, is too pragmatic and insular to invest time in foreign language learning without more direct and practical motivations. This new awareness now provides the opportunity for language departments to argue concretely the need for their course offerings, and to work together with professional schools of business, engineering, pharmacy, resource development, law, the natural sciences, journalism, public relations, and so on to found new partnerships, create new curricula and develop new and exciting programs.

Our first step at Rhode Island was to develop a relationship with the College of Business Administration. Although we were not immediately welcomed with open arms and initially our ties were viewed skeptically as "the full-employment program for the Department of Languages," we nevertheless created a Business-Language Program through which language majors could minor in business or business majors could minor in language. Students responded to this option in French, German, Italian, and Spanish. Several have been able to find jobs with international firms with this basis, although generally we have recommended going on to an international MBA before seeking permanent employment.

Coupled with this beginning program was our growing awareness of the expansion of foreign investment in Rhode Island and the signs of support and cooperation which they might extend to us. The American Hoechst Corporation has a subsidiary in the State which asked me some years ago to begin an in-house German program for their American research chemists. A by-product of this relationship, which has continued for several years, is their willingness to send one or two of our best laboratory science students who have likewise excelled in German to their main plant in Frankfurt for a twelve week summer internship. After successfully establishing a similar internship program with the Rhode Island Ciba-Geigy plant at its headquarters in Basel, Switzerland, we realized that a potentially much larger internship program was in its infancy and that we should seek every possible avenue to expand and make such an experience possible for our best students in the business-language program as well as all other students combining language and a professional school curriculum. In the past two academic years we have pursued this goal vigorously and believe that good progress has been made.

In the spring of 1981 two colleagues from my Department as well as a historian and political scientist competed successfully for a Title VI Grant from the U.S. Department of Education under the category Undergraduate International Studies and Foreign Language Program. Of this $70,000 award a sizeable portion was devoted to the expansion and formalization of our business-language program and the development of our internship abroad possibilities. Our activities began on the educational level with a series of meetings with interested colleagues in Business Administration. The next step was a jointly sponsored day-long colloquium on "The Role of Foreign

Languages in International Business Today" to which faculty, administrators, and members of Rhode Island's international business community were invited. Our keynote speaker was Dr. Ray Schaub of Eastern Michigan University who spoke on the general topic, and also outlined the goals of the Eastern Michigan consortium, as he had done the prior evening for many of our students. We also heard from a representative of American Hoechst, and a spokesman for the State Department of Economic Development. Our colloquium achieved several things:

1) it helped to convince more language faculty that business-language is an important fact of life. 2) it persuaded skeptics in the Business faculty that we can indeed play a significant role in their College, 3) it introduced us to a core of interested business people who would advise us, help us with the internship development, and potentially hire some of our students in the future. 4) it laid the basis for URI to join the Eastern Michigan Consortium. In short, the day was a public relations success.

In the current second year of our Title VI funding I have been given one-third released time to work on building ties to Rhode Island businesses with hope of creating more internship positions. Not only do we hope to expand these possibilities on the model of our relationship with American Hoechst but we also hope to find a variety of positions here for Europeans to fulfill our obligation to the consortium. We now have our first student in Germany by way of the International Cooperative Education Exchange Program. She is an accounting major spending the entire year in Darmstadt and all re-

ports to date are positive. We hope to send up to two students by way of the consortium next year, but know that in the long run we must do our part in the placement of German and French business students in Rhode Island.

My visits with the heads of approximately twenty companies in recent months have been very encouraging. Not only has it confirmed our basic philosophy that there is a need for bi-lingual American professionals, but in general I have found a willingness to support our program and an interest in our future degree candidates. I have worked very hard to find a placement for a German student this year and have finally had success. Several companies have expressed interest and willingness, but have not been able to commit themselves this year due to the poor economic conditions. In future years we expect both to take and send many more interns, but in 1983 we will be limited to our placements at Ciba-Geigy, American Hoechst, perhaps one other German-American company and our potential two placements by way of Eastern Michigan. Though this is a small number, we are confident that it will grow; in conjunction with our other academic exchange and Junior year abroad students the total number of students sent abroad each year is nevertheless a source of ever increasing satisfaction to us.

In order to meet our obligations to students in this program, our Department has introduced Business Language courses in French, German and Italian, with plans for a similar course in Spanish. It has been our belief that basic skills in foreign languages are common to all subject areas and that business language courses are therefore not appropriate to the beginning

and intermediate levels. Sufficient numbers of students may justify separating lower level students by discipline, in order to supplement the course with business related materials. However, we currently reserve the business course for the fourth year level student; at this stage it is a highly demanding language course in conversation and composition with business related materials as the basis. We are pleased that the Business College has supported our efforts to design these courses which are now an official part of the curriculum.

On the other side of the fence, we are pleased that the College of Business Administration is striving to make their curriculum more international and to place more value on foreign language acquisition. In the fall an experimental course will be offered at the Sophomore level on the multi-national corporation. This will be a team taught course offered by the Marketing Department; it will include language faculty as well as guests from the business community and should serve as an important stimulant for the program as a whole. Another very encouraging fact is a recent vote by the Business College to establish two years of a foreign language in high school as an entrance requirement to the College. This has already raised many eyebrows in the Rhode Island school systems and should have a very positive effect for some of our more crippled language departments.

As a part of our Title VI funded activities an interdisciplinary committee of business and language faculty has explored ways to formalize our relationship. In process is a proposal to create a new major in the College of Business Administration to be called the Bachelor of Science Degree in International Business and Language. In addition to the

appropriate business courses, this curriculum will require each candidate to achieve proficiency in a foreign language as well as a solid background in the history and culture of the areas where that language is spoken. For the best students in this program the internship abroad, either in summer, or for an academic semester or year, will be come an integral part of the program. Needless to say, those of us who have worked on this proposal are exuberant that we have brought it to the actual degree stage. It is finding a strong support from both Colleges and should be a part of the University of Rhode Island curriculum by next year.

In our funding proposal to the Federal Government we described our business-language project as a pilot program, which, if successful, could serve as a model for Language Department interaction with other professional schools. Indeed, we have already begun discussions with the College of Engineering to explore ways in which their degree candidates might be encouraged to study foreign languages. Our contacts with international businesses have taught us that the need for bi-lingual engineers is at least as great as that for managers, marketing specialists, accountants, and so on. We are currently discussing the possibility of a five year degree in International Engineering which would include language and culture courses. But this is perhaps the topic of next year's paper.

A University of Rhode Island Symposium

The Role of Foreign Languages in International Business Today

November 12, 1981

9:00 Registration and Coffee

9:30 Greetings:
Dr. William R. Ferrante, Vice President for Academic Affairs.
Dr. Richard R. Weeks, Dean, College of Business Administration.
Dr. John M. Grandin, Department of Languages.

10:00 Address: "Training Americans for International Business"
Dr. Ray Schaub, Director
The International Cooperative
Education Exchange Program
Eastern Michigan University

Dr. Schaub is actively involved in training students for the international sector. His program has successfully placed many American students in European internships as well as European students in U.S. firms. Dr. Schaub is working with the University of Rhode Island in its efforts to train students for international careers in industry.

11:00 Rhode Island's Student Internships in Germany and Switzerland with the American Hoechst Corporation and the Ciba-Geigy Corporation.
Dr. Willi Steckelberg, Director of Research, American Hoechst Corporation.
Mr. Robert Michener, Ciba-Geigy intern in Basel, Zoology major.
Mr. Ernie Paul Barrette, Hoechst intern in Frankfurt, Chemistry major.

11:30 The Growth of International Business in Rhode Island.
Mr. Thomas J. McCaghren, Rhode Island Department of Economic Development.

12:00 Luncheon — Whispering Pines Lodge.

1:30 Group discussion on language training for business today and the University's International Student Internship Program.

2:30 Report of group work followed by open discussion.

3:30 Conclusions

4:00 Coffee

ON-SITE TRANSCULTURAL AND FOREIGN LANGUAGE TRAINING FOR BUSINESS AND INDUSTRY

by

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ON-SITE TRANSCULTURAL AND FOREIGN LANGUAGE TRAINING FOR BUSINESS AND INDUSTRY

Recent literature and research indicate that more and more publics are becoming interested and concerned about the country's lack of foreign language knowledge and lack of understanding of other cultures. One of these publics, it has been argued, is the American business and industrial community involved in international trade and services.[1]

The purpose of this paper is to examine the degree and depth of that interest and concern in the Denver metropolitan area. Specific questions to be addressed are as follows:

1. What demand, if any, exists among businesses and industries for foreign language and transcultural training?
2. If this demand exists, what is industry's perception of the reasons for that need and how do they think that need can best be met?
3. Given this perception, how can colleges and universities provide the necessary training and instruction to meet those perceived needs?

In order to answer these questions, three Metropolitan State College projects will be analyzed. Two of these are research projects with which the author was recently involved: one as a member of a panel of experts for the project and the other, on a less formal basis, as Director of the College's Intercultural Programs.

The third area of investigation is the College's pilot program to deliver on-site foreign languages for special purpose programs to the community. At this writing this involves three on-site foreign language programs for employees at three different sites including a French for Business program, a major international petroleum company with its North American headquarters in Denver.

The first research project, conducted by L. Miranda and Associates, identified and collected data on 15 occupations in which knowledge of languages other than English is an asset. The authors collected and analyzed information systematically from several sources, including businesses, community organizations, industry, public agencies and a literature search.[2]

In addition the work provides employment projections for each occupation including actual (1978) and projected (1990) employment figures and gives a comprehensive listing of corporations/organizations which have a need for employees with knowledge of more than one language.

Of specific interest to the possibilities of developing and marketing foreign languages for special purpose courses on-site to business and industry is the final report's resource bibliography. In that bibliography the authors reviewed 1,000 documents from the following sources: (1) agencies involved in the foreign language field, (2) The Library of Congress, general reference files, (3) professional journals, and (4) federal agencies. Along with these sources of information, the authors also obtained two computer searches from the National Institute of Education's Education Reference Center, and one computer search from the Library of Congress' Hispanic Division, bringing the total of citations relevant to the project's objectives to 2,307.[3]

The resource bibliography is broken down into five sections with the following the most relevant to the College's research on on-site Foreign Languages for Special Purposes classes:

A) Foreign languages and occupational opportunities.
B) Career/vocational education and foreign language opportunities.
C) Minority group problems, concerns and interests.
D) Bilingual education/bilingual vocational training.

Each entry contains a comprehensive abstract, making the resource bibliography invaluable for those interested in documents relevant to Foreign Languages for Special Purposes. However, while the bibliography is impressive, the conclusions reached in the Miranda study are less useful.

The single main conclusion derived from this study was: Given a choice between two individuals with equivalent technical capabilities, English language skills, employment competencies and experience, the individual with proficiency in another language(s) would usually be preferred for employment over the individual who did not have such a proficiency.

A second conclusion was that knowledge of a second language (other than English) often is an asset in professional advancement. However, while proficiency in languages other than English often is an asset in professional advancement most businesses could only offer a very rudimentary judgment as to how much an asset it was in occupational advancement.

The third conclusion was that proficiencies in other languages might allow for salary benefits. This conclusion was, however, not always clear-cut in nature. In general, there was not a direct relationship between salary levels and the language asset. While some public agencies did provide for specific salary increments, most businesses did not.

The second research project examined was a project on the "Personnel Needs of Colorado's International Trade Community".[4] This project, funded in 1982-1983 through a grant from the National Endowment for the Humanities, found that 14% of the businesses surveyed cited, "the process of finding people with an international or foreign language background", as the most difficult problem they confronted while searching for new personnel. The same problem was mentioned as one of the secondary difficulty by one in five (20%) firms. The executive assessment continues:

> "Indeed, the need for cosmopolitan personnel is understandable since more than two in five (43%) importers and exporters have job positions that "require foreign language skills". Specifically, roughly 40% of the trade firms sampled look for people who were proficient in either "foreign language skills" (40%) or "cross-cultural understanding" (43%) at least once in every ten times they begin the search for new personnel."[5]

Parenthetically, these statistics indicate a greater need for employees with knowledge of a foreign language and other cultures than the L. Miranda report. Also note that "cross-cultural understanding" is considered a greater asset (43%) than foreign language skills (40%), a fact that will be elaborated upon at the conclusion of this paper.

However, to continue with the Metropolitan State College "personnel needs" survey, it states that if current trends hold, applicants who fill the demand for foreign language skills will be handsomely remunerated. At the present time, for example, the medial starting salary for foreign language positions

is $25,000, which is $3,500 greater than the starting wage for positions that do not require foreign language skills or regard them as an important asset.

The report then states that prospective international trade company applicants should also bear in mind that the largest proportion (46%) of foreign language positions are in the sales and marketing field. However, foreign language skills are also valued in management (29%), engineering (23%) and clerical (20%) positions.

Moreover, Spanish is considered by a majority (63%) of trade firms to be the most important language in the field of international trade. At the same time, six in ten (63%) firms also believe that proficiency in a foreign language is more valuable in "South or Latin America" than in any other part of the world.

Finally, although "cultural interaction" is valued as an important asset in the international trade community, most firms have no cross-cultural training in this area. Nonetheless, cross-cultural training is valued for its ability to contribute to "effective job performances".[6]

The third development related to Foreign Languages for Special Purposes classes in the Denver metropolitan area is the actual teaching of on-site foreign languages courses. These classes have the following general characteristics:

1. They are conducted for non-credit.
2. Their length averages from 6 to 12 weeks in length, 3 hours per week.
3. Teaching materials are developed ad hoc and fit the class needs.
4. All classes are financially self-maintained through either individual fees or the negotiating of a corporate agreement.

From a pedagogical point of view, it is apparent that the classes have certain drawbacks. The length of the classes, their lack of well developed curricula and materials, and their ad hoc nature are three examples of such shortcomings. Nevertheless, because the classes are financially successful and include repeat business they confirm the findings of the second survey indicating that companies involved in international trade and services perceive a need for personnel who can speak foreign languages. At the same time, however, these

same classes reflect the business community's reluctance to commit extensive time and money for such training.

To take an example from a foreign based company which takes a different attitude, executives at IBM France claim that any language training, to be effective has to be intense and concentrated and that training less than 180 hours per year is considered a waste of time, effort and money. This company, moreover, has given substance to that belief with an in-house foreign language program which not only has 180 hours of classroom language teaching but also includes 30 hours of materials development time and 100 hours of language practice in a foreign country.[7]

No firm in the Denver metropolitan area is or appears willing to make such a commitment to in-house foreign language training. At the same time, the willingness of Denver area firms to continue the short term language courses offered by the College on-site indicates that they would disagree with IBM France that such courses are a waste of time and money.

One possible answer to this difference in these two perceptions of the desired content and extensiveness of on-site foreign language courses may be simply a lack of experience and understanding of practical language training needs. IBM France's in-house foreign language program evolved from similar classes as those offered by Metropolitan State College, and only through long experience, did they implement their current foreign language program.

To reiterate

In other words, if we assume that programs such as IBM France's, represent the ideal application of sound foreign language training theory, a tremendous gap exists between pedagogical theory on how to effectively learn a foreign language for special purposes and Denver area industry's commitment to the time and expense required to put this theory into practice. This conclusion correlates with the L. Miranda reports observation that while most companies surveyed, considered knowledge of a foreign language to be an asset. They were unable to practically evaluate how this knowledge would contribute to occupational advancement.

These observations lead to the first conclusion of this paper, which is, the long term solution to these firms language training needs must be found in the

foreign language departments of colleges and universities willing to develop rigid comprehensive curricula in Foreign Language for Business and Commerce.[9] As the "Personnel Needs" research project indicated, most companies think the answer to their foreign language needs can be met by hiring personnel with the requisite foreign language knowledge rather than in the in-depth development of a foreign language program as was the case with IBM France. While in many areas of practical instruction, corporations think they can do a better job than the colleges and universities, these same corporations and businesses are still looking for the universities to provide education in the area of foreign language instruction. At the same time, this conclusion is accompanied by a very important caveat, which is elaborated in the next conclusion: That is, while the companies surveyed in both research projects indicate they think knowledge of a foreign language would be an asset to their business and/or services, this belief currently lacks conviction in terms of what the firms surveyed are willing to commit to extensive foreign language training.

The second conclusion of this paper is that while businesses and industries are reluctant to invest extensive time and money on in-house foreign language training, they were suprisingly receptive to the idea of in-house transcultural training. In fact, according to the "Personnel Needs" study, "trade firm executives considered...cultural interaction (29%)...to be more important employee assets than the abilities to "translate" (11%), "compose" (6%), or "interpret" (3%) foreign languages.

These percentages explain why Metropolitan State College's on-site foreign language courses continue to be popular. The businesses and industries involved in international trade and services in Denver are still unconvinced that an indepth knowledge of foreign language by key personnel of their firms is essential to compete in the international arena. While it appears that this community no longer takes the attitude "let them speak English", it has merely modified this approach to "they'll do business with us if we speak a little Spanish", (or German, or French, or Japanese, or Swahili), and understand their culture better.

Given this perception on industries part, individuals in colleges and universities wishing to establish a Foreign Languages for Special Purposes program will have to face two obstacles. Not only will they have to convince their students, administrators, and faculty that a comprehensive, indepth, and rigorous Foreign Languages for Commerce, Business and International Services is essential for Americans to become more competitive in the international marketplace, they will also have to convince industry.

NOTES

1. For example, see Berryman, Sue E., et al., Foreign Language and International Studies Specialists: The Marketplace and National Policy. Santa Monica, California: Rand Corporation, 1979; Inman, Marianne, Foreign Languages, English as a Second Language, and the U.S. Multi-National Corporation. Language in Education: Theory and Practice, No. 16. Arlington, Virginia: Center for Applied Linguistics, 1978; Odiorne, George S. "Training to be Ready for the '90's", In Training and Development Journal. Volume 34, 12, pages 12-20, December, 1980; and Primeau, John K. "The Resurgence of Foreign Language Study". In Modern Language Journal. Volume 63, 3, pages 117-1222, March 1979.

2. Richard W. Clelland, Mona A. Feldman, and Maria Elena Nicolau, Vocational Careers in which a Language Other Than English is an Asset, Final Technical Report. Submitted to the United States Department of Education, Bethesda, Maryland, 1982.

3. Ibid, pg. 443.

4. "Personnel Needs of Colorado's International Trade Community" in the Executive Assessment of Foreign Language and International Studies in Colorado, Research Services, Inc., Denver, Colorado, 1983. (This report has no pagination.)

5. Ibid.

6. Ibid.

7. Rymiak, Marily, "European Experiences in ESP". Paper presented at the Vocational ESL Conference: Making English Work, funded by the Chancellor's Office, California Colleges and Universities, Long Beach, California, March 5, 1983.

8. Clelland, et al., Vocational Careers in Which Language Other Than English is an Asset. op. lit. page 443.

9. For examples of latest directions in this area see papers presented at Eastern Michigan University's Conference Foreign Languages for Business sponsored by E.M.U. Department of Foreign Languages and Bilingual Studies, April 7-9, 1983.

10. In "Personnel Needs of Colorado's International Trade Community", op. lit.

POSSIBILITIES AND PROBLEMS OF A MULTIDIMENSIONAL CYCLICAL APPROACH TO INTERNAL IN-SERVICE TRAINING FOR COMPANY LANGUAGE TRAINERS: THE KRAFTWERK UNION EXPERIMENT

by

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Taking into account the fact that one worker in every three in West Germany is dependent upon the export market for job-security, it is not surprising that a large number of German companies spend comparatively huge amounts of money each year on in-house language training programmes. In recent years there has been a move, within those companies interested in cost-effective training (i.e. meeting comprehensive and tightly structured language training objectives with a minimum of expense and lost working time), towards greater accountability and professionalisation. Consequently, in order to ensure that such companies and their employees are getting value for money, programme administrators are having to concentrate more and more on the question of how adequately the performance of their trainers in the classroom measures up to the following basic criteria for high quality language training :

(i) awareness of the job-tasks which the employees will have to carry out in the foreign language

(ii) awareness of what learning objectives apply for any stage of the training programme and what key learning problems have to be tackled

(iii) ability to transform learning objectives into teaching objectives

(iv) ability to appreciate the relevance of media and materials selected and to apply these skillfully

(v) ability to supplement core teaching activities

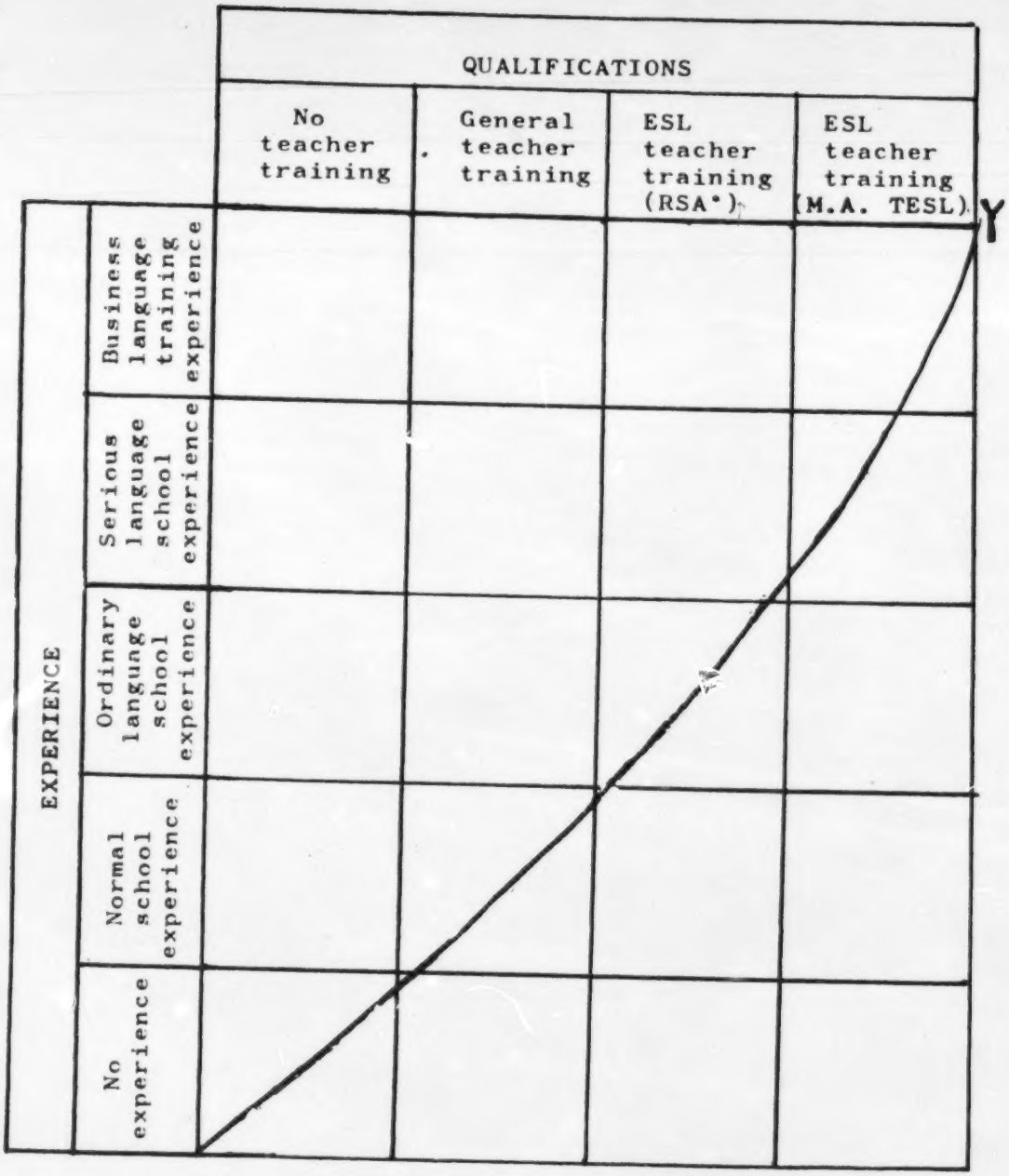
with a range of techniques acquired through training and experience.

To a great extent, the trainer's ability to meet the standards implied by these criteria will depend on his qualifications and experience. Figure 1 shows the possible variations of these two factors with regard to English language training and, although at any point on the curve trainers can exhibit various strengths and weaknesses, it can generally be said that the closer an individual is to point Y the more likely he is to be meeting the required performance standards. One of the most important management functions of any programme administrator is to evaluate the performance of his trainers in the classroom and to determine their individual in-service teacher -training needs.

Up to now, two factors have influenced the degree to which in-service training has been successful:

(i) the great majority of teachers like to feel that, once the initial training is completed, they should be recognised as fully-fledged professionals with total freedom over what they do in the classroom. Observation and evaluation of their performance is seen as signifying a lack of confidence in them to do a competent job (this reaction is just as common among teachers with no formal training) and can revive memories of squirming in front of classes and course tutors during teaching practice.

Figure 1 Differentials in qualifications and experience



* RSA : Royal Society of Arts Certificate in the Teaching of English as a Foreign Language to Adults.

The result is a tradition of in-built resistance among teachers to any form of in-service training which is not chosen by them - a resistance which can even apply to induction or orientation programmes.

(ii) externally organised in-service courses and seminars are, inevitably, composed of teachers from varying teaching situations who, therefore, have a wide range of training requirements. No such course or seminar can address itself to more than broad areas of theory, methodology or teaching technique and, as a result, the teacher is expected to work out the relevance and the method of application of what he has learned to whatever specific teaching situation he may be faced with.

In an attempt to overcome both of these problems the following internal in-service training programme, employing a multidimensional cyclical approach to determining and providing for individual needs, was introduced in the English language training centre of Kraftwerk Union.

1. NEEDS ANALYSIS

(i) Analysis of the company's language training requirements.

This involves the following type of question and answer process:

a) What language tasks and related specifications do the company's employees have to fulfil in the English language?

b) What is the background and expectations of the employees participating on the courses?

c) What type of course organisation will best suit work patterns and schedules?

d) What factors should influence the teaching approaches?

(ii) Analysis of the teachers' in-service training requirements.

One of the first questions which must be answered, whenever a particular aspect of teaching performance appears to be problematical, is whether a training requirement really exists or whether there are other factors which are the cause of the problem e.g. faulty administrative organisation, inadequate communication channels, inappropriate objectives, inadequate provision of resources to meet objectives. Once these factors have been examined an analysis of what training a teacher will need in order to achieve the required standards of teaching performance can be carried out in all of the following ways:

a) self-assessment by teacher - this is, by far, the most likely way that a teacher will be motivated to develop his professional competence, where necessary, but only if he is willing and able to carry out an

objective enough self-appraisal.

b) evaluation of lesson plans - this has the advantage of being able to judge whether or not the teacher at least has the passive knowledge of how a block of language training should be developed; the overriding problem is that it is no proof that the teacher can implement effectively what he has planned nor does it say anything about his ability to react to and exploit spontaneously the unforeseen elements in a typical language lesson.

c) observation of the teacher in the classroom - theoretically, the main advantage here is that the teacher can be evaluated in action but it is hard to judge whether the lesson which is being observed is really typical of that teacher's normal performance; teachers, quite understandably, tend to become very nervous when being observed, especially where the person doing the observing has the power of 'hire and fire', and it is hard to make allowances for this in judging someone's competence in the classroom.

d) student feedback - language training is a service department and so the customer, i.e. the company employee or his boss, should be able to judge how well the teacher has done his job. However, a lot of employees have demonstrably erroneous ideas on what constitutes improvement in their language ability and , further-

more, a teacher can be given a poor rating simply on the grounds of personality differences.

e) participant assessment - if the teacher is performing effectively this should show up in test results at the end of a course. On the other hand, it is tempting for teachers to coach participants only in those areas which will be tested if this is percieved as the crucial measure of effectiveness.

Each one of the above-mentioned possibilities for establishing in-service training requirements entails certain problems. But, taken together, they can complement each other to provide a detailed picture of each trainer's ability. It is important that an accurate profile of individual needs is established so that differential in-service training measures can be organised. In the case of certain teachers, usually those who came into company language training with no qualificatims or experience, the programme administrator may have to face up to the fact that the amount of in-service training required would involve a disproportionate outlay of time and money. Leaving aside areas concerned with the basic principles of teaching English as a foreign language, the main types of training need found among the Kraftwerk Union English teachers (includirg those who had already done R.S.A. or M.A. courses) are shown in table 1.

Table 1

Main types of in-service training need

Company requirement	Area of training need	
Language tasks and specifications	1. Negotiations	- exploitation of roleplays - developing argumentation and manoeuvring skills - selection of gambits
	2. Presentations	- appreciation of linguistic demands - appreciation of psycho- and sociolinguistic factors bearing on communicative situation
	3. Technical training of customers' personnel	- awareness of actual as opposed to commonly assumed conditions for explaining systems and processes
	4. Survival situations	- British/American English vs. international English
	5. Specification-priorities	- disproportionate emphasis on certain properties of language e.g. nuance, hesitation phenomena
Background of employees	1. Nature of professional training	- possibilities and limitations of transfer to language learning
	2. Previous language learning experience	- effects on self-image as learner - attitude to language learning - attitude to teachers
Course organisation	1. Residential intensive course	- parallel and team teaching - course dynamics
Teaching approaches	1. Training to perform tasks	- encouraging communicative ability
	2. Contrastive analysis	- specific learning problems for Germans - typical L1 interference factors
	3. Media exploitation	- video, overhead projector

Company requirement	Area of training need
	4. Methodological interrelationships - combining functionalist & structuralist approaches - cognitivism vs. behaviourism 5. Role of the teacher - humanistic/ eclectic/ method controller 6. Lesson pacing & continuity 7. Techniques - elicitation, pair work, games, simulations

Once evaluation is completed each individual teacher must be given a frank assessment of his training needs and informed about proposed measures. Whether the teacher likes it or not, he must be prepared to accept evaluation as an integral part of his professional environment. Additionally, he must be prepared to accept directive training measures considered necessary by those responsible for his professional supervision. On the other hand, a successful in-service training scheme depends on the programme administrator considering ways which will encourage the teacher to actively participate in and benefit from the possibilities offered to him. One such strategy is to utilise the performance differential by giving the more qualified teachers as much responsibility for coaching as possible. These techers will be more motivated to participate on this basis and,in addition to traiing their less qualified peers, they will provide an important source of training for each other, especially if they can be encouraged to develop their own specialist areas. In addition, programme administrators should be prepared to lead from the front by also taking part in such training activities as micro-teaching.

2. FOUNDATION WORKSHOPS

(i) Familiarisation with the company environment, nature of business, job-specific English.

These workshops should explain the background to what the teacher will be expected to teach on the courses, by making him aware of:

a) the company structure

b) the purpose(s) for which the employees need to learn English

c) the language which the employees will have to use in order to fulfil certain job-tasks in English

d) the backgrounds, learning problems and expectations of the employees.

A useful method for tackling (b) and (c) is to take the teachers through simulations of certain problem cases related to key processes in the company's line of business and get them to discuss possible solutions. In this way they can build up experiential knowledge of the employees' job-tasks.

The main problem with this kind of workshop is impressing upon the newly-arrived teacher how important the induction programme is for a smooth and speedy integration into the company teaching situation.

(ii) Basic principles of teaching English as a foreign language.

These workshops are intended to confront the teacher with the most fundamental questions connected with how to teach the content of specific courses, avoiding as much as possible the questions connected with why the content should be taught this way. The essential approach involves a minimum of lecturing. Instead the teachers are given concrete tasks to solve in groups. These tasks are so designed that, in solving them, the teachers have to consider aspects which will increase their awareness of key factors in teaching effectiveness. For each task the groups have a chance to come together in plenary to exchange information on the conclusion reached in each group. An important reinforcing agent in this type of awareness training is the chance to experience some of the above-mentioned factors through micro-teaching in the workshop group. Demonstration sessions are given beforehand in order to introduce those unfamiliar with the technique to the procedure to be adopted. After the micro-teaching a teacher can meet with those colleagues who had the same task as himself in the other groups and they then have a chance to compare their approaches.

The main problems which can occur in this type of workshop are:

a) too frequent open disagreement on fundamental principles on the part of the teachers given responsibility for coaching

b) transference of this disagreement onto high-level theoretical discussion, which automatically excludes the majority of teachers from the debate

c) use of obscure jargon in theoretical discussion which provokes the teachers into switching off completely

d)general drawbacks of the micro-teaching approach

e)getting teachers to adjust to the time framework of a micro-teaching session

f) the dilemma of whether to present a 'perfect lesson' in the micro-teaching demonstration and risk the teachers becoming discouraged about their own abilities or whether to avoid exemplary demonstrations and risk the teachers coming to the conclusion that the demonstrator doesn't know any more about teaching than they do.

3. REGULAR DIALOGUE BETWEEN TEACHER AND PROGRAMME ADMINISTRATOR

This involves the teacher and programme administrator

getting together at regular intervals to discuss lesson plans. A lesson plan should show whether the progression of teaching activities, use of media and materials, and intended timing demonstrate a systematic and purposeful application of the fundamental principles covered in the foundation workshops. As a follow-up to the workshops it provides both the teacher and the programme administrator with more detailed feedback as to which areas covered in the workshops may still be unclear for the teacher in terms of application in the field. In this way the teacher can be steered in the right direction before going into the classroom. This does not, of course, guarantee that the teacher is achieving the desired performance in the classroom but it provides a useful compromise between frequent observation of lessons by the programme administrator (with the obvious drawbacks which this entails) and minimal supervision of what is happening in the classroom.

Although such dialogues are a necessary and important source of feedback to the teacher on how the programme administrator views the teacher's basic approach to his job performance, the problem of finding time to get together at the right point before the lesson should not be underestimated. It requires

long-term planning so that a date can be fixed which is close enough to the lesson for the teacher to have already designed his lesson plan but which still leaves enough time for modification of that plan in the light of points which are discussed.

4. COLLEAGUES OBSERVING EACH OTHER IN THE CLASSROOM

This is intended to supplement and aid regular (but not over-frequent) observation by the programme administrator and not to replace it. Becoming used to being observed usually lessens, to some extent, the impact of a supervisor's presence in the classroom. At the same time colleagues can , if they approach this kind of opportunity with professional openness, provide each other with constructive and supportive criticism. It is very easy, if this kind of openness does not exist, for colleagues to merely applaud those teaching approaches which coincide with what they have always done in the classroom. The result is a mutual reinforcing of attitudes which the training programme is attempting to change.

It is, therefore, important that teachers observing colleagues should, from the point of view of encouraging objective appraisal, be provided with check-sheets which ensure that the observation allows a

systematic examination of whether or not fundamental principles are being applied. Such checksheets can require the teacher to either look for specific pointers which relate to progression of teaching activities, use of media and materials, pacing and timing or else to look for detailed interaction patterns over shorter random periods of the lesson. One of the main problems here is training the teachers to work with such checksheets if they have never had to do so before. An added problem in the company situation is justifying working time being used for this kind of activity.

5. WORKSHOPS ON SPECIFIC AREAS OF METHODOLOGY AND THEORY

The previous 4 dimensions represent an ongoing dynamic process. Regular feedback on changes in factors influencing language training or on areas which continue to be problematical provides for constant reviewing of teacher training requirement priorities and this results in the programme becoming a cyclical process. It may be that, as the teachers become more conversant with the what and how of teaching grammar, workshops dealing with the why aspect (e.g. discourse analysis, structuralist and notional-functionalist theories, transformational-generative grammar, cognit-

ivism vs. behaviourism) are called for in order to consolidate and extend further the basis for developing teaching approaches. There may, on the other hand, be more need for examining a special area of methodology more fully e.g. developing communicative skills through the use of video films; techniques for teaching specific language points through the use of video films. The general principle here is that whether the move is towards theoretical problems or more detailed coverage of practical teaching techniques, the teacher's professional development represents a progression from fundamental principles to percieved areas of priority need and teacher interest.

Summary and conclusions

The scheme described here is an attempt to:

1) sensitize the language trainer towards the demands of professionalism
2) develop professional skills in a practical and concrete way
3) relate in-service training measures to
   (i) constantly changing environmental circumstances
   (ii) the resetting of objectives
   (iii) various avenues of feedback on performance standards
4) develop the trainer's ability to recognise and apply key interrelationships between theory, methodology and teaching technique in relation to the specific teaching tasks and problems with which he is con-

fronted.

In applying such a scheme it is important not to lose sight of the fact that it is meant to play a significant role in the provision of cost-effective language training and, as such, should not defeat its own object by becoming an end in itself and claiming a disproportionate amount of working time.